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RESPONSE PATTERNS OF INSTITUTIONAL AND  
NORMAL ADOLESCENT GIRLS ON PROBLEM CHECK-LISTS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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## UNIVERSITY OF ALBERTA

## FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,  
and recommend to the Faculty of Graduate Studies  
for acceptance, a thesis entitled "Response Patterns  
of Institutional and Normal Adolescent Girls on  
Problem Check-Lists", submitted by Lorette K. Yeudall  
in partial fulfilment of the requirements for the  
degree of Master of Arts.



## ABSTRACT

The present study is a comparison of the problem check-list responses of adolescent girls institutionalized in a closed treatment institution with those of normal adolescent high school girls. It was hypothesized that as the institutional group was verbally handicapped, they would exhibit greater responsiveness to simplified wording and to more appropriate content of a revised problem check-list. Further, it was expected that the high school group would display greater responsiveness to the Mooney Problem Check-List than to the revised Problem Check-List. It was also expected that the institutionalized group would indicate a greater total number of problems than would the high school group, and that certain items, particularly the revised and new items, would differentiate between the two groups.

The Mooney Problem Check-List and the revised Problem Check-List were then administered to 104 subjects from the Good Shepherd Convent and to 90 subjects from a regular high school, matched for age. The institutionalized group indicated a significantly greater total number of problems, but not a heightened responsivity to the revised instrument, although the differences were in the expected direction. The high school subjects underlined more items on the Mooney Problem Check-List



than on the revised instrument. The difference was significant in the expected direction. An item analysis showed that the new items were discriminating as between the institutionalized and the normal groups.



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Lorette K. Yeudall.



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## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

Although psychological tests have generally been designed with broad representative groups in mind, it is often recognized that regional or atypical groups may require adaptation of these instruments. Since appropriate psychological measures are a basic requirement of testing programs, such adaptation may be crucial.

In the Welfare Department which serves a large community, the variation in the type of referral and the needs of the individuals referred tend to emphasize this approach to individual differences. In particular, the group of adolescent females who are referred to a closed treatment institution within the City of Edmonton, presented a special testing situation. During the administration of a testing program to such a group at the Good Shepherd Convent in Edmonton, a group test was needed to facilitate communication of the girls' problems. Individual testing was not practical because of the numbers involved and staff shortages. In addition, clinically diagnostic tests did not give the type of information which the available staff could use effectively.

The Mooney Problem Check-List, despite certain deficiencies, seemed a more appropriate instrument in relation to the needs of the subjects and workers.

The age and experiential background of the institutionalized adolescents suggested the use of the high school form of the Mooney as being appropriate for their developmental level. However, the



verbal facility of the institutionalized group was much lower than that of a normal high school group.

For meaningful communication to occur, there must be "a real flow of communication between the tester and the subject of the test; a question is asked and answered in a language understood and used by both . . . ." (Kecskemeti, 1952). This may be difficult to achieve. Using an instrument designed for normal high school subjects with a verbally handicapped group raises some question as to the subjects' ability to comprehend all of the words and ideas used. Thus, it seemed advisable to modify the language of the Mooney Problem Check-List to fit the institutionalized group's level of verbal facility and frames of reference.

It has also been suggested that "particular ways of looking at life are bound up with words, as a function of class, occupation, culture, etc. . . . also, the fewer the words, the less the 'awareness' and fewer areas of thinking." (Mallinson, 1963). Thus, the deprived and somewhat atypical experiential background of a group such as the institutionalized one is likely to be accompanied by limited "apperceptive mass" (Abt and Bellack, 1959) and limited frames of reference. It seemed necessary to have an instrument with simplified and appropriate modes of expression, expressing the subject's own problems in his own vocabulary.



3.

A further concern as to the suitability of the instrument arose in connection with the range of problems covered on the Mooney Problem Check-List. One of the criteria used by Mooney (1950) in selecting items was that the items be "common enough to be checked frequently in large groups . . . ." A group with atypical experiential backgrounds might therefore be expected to have problems not presented on the Mooney Problem Check-List. Information available on the institutional group suggested that a significant number of pertinent problems did not appear in the Mooney Problem Check-List and it seemed advisable to adapt the instrument to provide adequate coverage of these problems.

In attempting to assess the usefulness of the revised instrument, a suggestion of the use of the Check-List technique in studies of contrasting groups (Jones, 1953), seemed a suitable approach to the problem. This type of study would be expected to yield information on the similarities and differences between the responses of the institutionalized adolescent girls and those of normal adolescent girls on both the Mooney Problem Check-List and the revised instrument. A comparison of the groups, and to some extent a comparison of the instruments, might thus be possible.

In this way, the basic problem of communicating with an atypical group in an appropriate standardized situation could be met. The findings of others faced with this particular problem or a similar one, are indicated in the following review of the literature.



## CHAPTER II

### SURVEY OF RELATED LITERATURE

In reviewing the literature, two major questions present themselves. One is the use of the check-list technique as a method of studying personality characteristics, and the other relates to the overall problems of adolescence and delinquency. The literature in each area has been surveyed and will be reported selectively. There is very little material in the literature on the use of check-lists adapted to the problems of the delinquent adolescent.

#### A. The Check-List Technique as a Method of Studying Personality Characteristics

The study of self-reported problems via the check-list technique would seem to fall within the broader area of personality testing as this is commonly defined in psychology. Over and above the difficulties encountered in all psychological testing, the study of personality characteristics seems beset with special difficulties. The problems of faking and malingering are more acute in personality testing than in aptitude or intelligence testing and efforts to reduce faking by introducing indirect items leads to further problems. One must then ascertain the subject's interpretation of such "vague" material.

The search for adequate criteria to establish validity has been even more difficult in personality testing than in other areas. Aside from the difficulties in finding the criteria, the



rather unspecific and vague form of many personality theories renders them somewhat resistant to measurement and empirical validation. Finally, the problem of reliability in personality measurement has been complicated by the concept of legitimate personality change through therapy, development and other changes through time.

The problems of personality assessment become even more complex when one turns to the self-report techniques. While deliberate faking may be a problem here, especially with institutional groups (Anastasi, 1961), a more pressing problem may be that of the tendency to choose items in terms of what appears to be their social desirability. It has been found that the probability of item endorsement increases as a linear function of the social desirability scale value (Edwards, 1961; Edwards, 1957; Cowen and Tongas, 1959; Hanley 1956; Kenny, 1956).

In a problem check-list, this tendency may be expressed by omission of significant but "socially undesirable" problems more than by the reporting of "socially acceptable" problems.

One approach to this is to consider response styles, such as the tendency to choose items in terms of social desirability, defensiveness, and susceptibility to facade effects, as diagnostic indicators in their own right (Anastasi, 1961). Messick (1962), in a factor analytic study of personality inventories, found that the major factors seemed attributable to response style.



Loevinger (1959) suggests that such response styles are the manifestation of a personality trait which can be defined as the capacity to "assume distance" from oneself and one's impulses, or to form a self-concept. This capacity is said to increase with age, intelligence, education and socioeconomic level. Typically, the individual forms a stereotyped, conventional and socially acceptable self-concept during adolescence. According to Loevinger, the final stage of the highly differentiated, individualized self-concept is reached by so few individuals that standardized personality tests reflect the conventional, stereotyped self-concept as "better adjusted". Wahler (1961) found consistent response styles in a study with a college group and two differing clinical groups on a self-description inventory and three MMPI scales.

In these terms, the choosing of check-list items in terms of social desirability and the criterion of "commonly marked" items as a basis for item selection may have some validity in differentiating the abnormal individual from the normal. Wahler's (1961) study is of particular interest in this regard, since the clinical groups could still be distinguished from the college sample, on the basis of response style.

In studying adolescent groups, one could argue that the avoiding of socially unacceptable problems is an indication



( 4 )

of the development of a socialized self-concept. Thus, one might expect that a group such as the high school group in this study would exhibit a greater tendency to endorse socially desirable items than would a delinquent group. The latter type of group, as seen in the institutionalized group of the present study, may be expected to respond in terms of a sub-cultural or delinquent group definition of "social desirability". A greater tendency to endorse socially unacceptable problems might, therefore, be anticipated; and the responses could be expected to differentiate between the groups on this basis. Because of this, and because society recognizes a delinquent group as having more problems than a normal group, one might expect evidence of a greater number of self-reported problems in a delinquent group (see the following section on the self-concept of the delinquent).

The methodological problems in designing studies which involve the subject's self-report on his self-concept seem somewhat different from those arising from general behaviour theory. Specifically, there is the problem of stimulus definition. While projective theory suggests that stimuli have no absolute value, Abt and Bellack (1959) suggest that "a majority of subjects agree on some basic apperception of a stimulus and that this agreement represents our operational definition of the 'objective' nature of the stimulus." However, in the case of phenomenological studies, how does one arrive at this "objective" definition of the stimulus?



Wylie (1961) suggests in regard to the possible differences in the stimulus value for the experimenter and the subject:

In a sense, the situation resembles that of the reports the subject may make on his visual field when he is lying in the dark, i.e., the experimenter has no way of making his own observations on the 'stimulus' conditions immediately responsible for the subject's reported experience. The instructions which the experimenter gives to the subject in a self-concept experiment are not the stimuli which elicit the self-concept. They are merely the cues which elicit S's verbal reports of his self-concept, the latter being itself elicited by other 'stimuli' (characteristics of the S) which are largely inaccessible to the experimenter's observation.

The rationale used by many phenomenological theorists in constructing self-concept tests has been to consider the subject's self description of paramount importance in itself. Self-report inventories, considered as measures of self-concept, can then be analyzed on the basis that the subject's response is what matters, regardless of whether or not the self-reports can be considered as objectively accurate. The subject's response "constitutes an intrinsically interesting and significant bit of verbal behaviour, the non-test correlates of which must be discovered by empirical means." (Meehl, 1945). Thus, the pertinent issue is that the response is there.

However, it would still seem that the problem of stimulus value cannot be avoided. The response may be successfully related to criterion measures. However, until the correlation is perfect, there is still some possibility that the stimulus value to the subject may be influencing the response in a particular case so as to provide a spurious indication of the presence of the



criterion measure. In studying differences between groups, consideration of responses as diagnostic indicators in their own right may be sufficient to establish differences. But one is still left with the problem of validity in the individual case. Logic would suggest that different means to the same end must be taken into account, regardless of the correlation between the end result and external criteria.

Allport's (1937) indictment of personality inventory response ambiguity is classic. He writes:

The stimulus situation is assumed to be identical for each subject, and his response is assumed to have constant significance. A test will assume, for example, -- and with some justification in terms of statistical probability -- that a person who conspicuously takes a front seat at church or at an entertainment should as a rule receive a plus score for ascendance. But the fact of the matter is that this person may seek a front seat not because he is ascendant but because he is hard of hearing . . . . It is a fallacy to assume that all people have the same psychological reasons for their similar responses. At the level of personality it cannot be said with certainty that the same symptoms in two people indicate the same traits. . . . All mental tests fail to allow sufficiently for an individual interpretation of cause and effect sequences.

Eisenberg's (1941) finding that there can be a wide variety of interpretations of the same item on a personality inventory and that the same response can be given for opposite reasons is particularly disturbing in this regard.

The problem of response ambiguity would seem particularly acute in studying self-concept via the self-report check-list technique. Using a check-list instrument, the subject must



verbalize in another's words rather than in his own words. The immediate concern in using an instrument such as the Mooney Problem Check-List is what the subject is trying to say when responding to an item.

The problem of stimulus ambiguity enters in, as well, since stimulus and response are so closely coexistent in the check-list technique. As Payne (1951) notes, it is too often assumed that the subject's idea of the idea is the same as the experimenter's idea of the idea. Projective theory has shown the importance of perceptual distortion and the influence of the individual's past experiences or "apperceptive mass" (Abt and Bellack, 1961) in framing an individual apperception.

The importance of traditional cultural patterns in affecting individual experiences and thus indirectly the apperceptive mass, has been frequently noted. It would seem that, in constructing personality inventory items, some attempt must be made to word these in such a way that individuals within the group under consideration will be likely to have a relevant experiential background such that there will be some likelihood of consensual apperception. However, as Anastasi (1961) notes, this is particularly difficult in personality testing, since individual "reactive biographies" are more unique and varied in the sphere of personality than in those areas where formal education is more directly relevant.



Without getting into the complexities of the issue of meaning and interpretation, a basic attack on the problem can be made by examining the matter of wording. As Kecskemeti (1952) notes, "It is clear that interpretation of a message presupposes interpretation of the meaning of the various symbols of which it is made up." The probability of acquiescent responses is increased to the degree to which the test contains items which are difficult or ambiguous (Edwards, 1961). Forer (1949) and Sundberg (1955) found that college students tended to endorse "fake" personality descriptions of themselves, especially when such descriptions contained vague statements.

Payne (1951) stresses the importance of choosing familiar words which enjoy wide usage, in constructing questionnaire items. The problem of using words which are likely to be familiar within the individual's experiential background is particularly difficult in studying atypical groups. The check-list technique is useful in this regard, since it can be relatively easily adapted to the particular group under consideration. By designing items especially for a group such as the institutional group in this study, it would be expected that the familiarity and applicability of those items would evoke greater responsivity from the group in question.

While the check-list technique is not projective, inasmuch as it violates the basic projective principle of freedom of response, neither is it a personality inventory in the usual



sense, lacking the standardized scoring procedures of the latter. It would seem that the check-list lies somewhere between the two approaches.

The range of possible responses in a check-list is sufficiently broad to provide some basis for the assumption that the subject's responses are determined by his psychological attributes rather than by sheer chance (Anderson and Anderson, 1951). Projective theory on the importance of frames of reference in perception and response, and Loevinger's (1959) theory of response styles as manifestation of self-concept are pertinent in this regard. The marking of a check-list item constitutes a meaningful bit of behaviour that can be studied to establish the differences between groups.

Eisenberg (1941) suggests in regard to the use of questionnaires in studying group differences;

If statistically reliable results are obtained, we can be fairly confident of these differences, though we still are not certain of the meaning of these results . . . . These differences, however, are not readily interpretable in terms of how individuals within the groups view the situations presented by the questions. Nor should it be argued, as is frequently done from such differences, that these results have validity for each member of the group.

It must further be borne in mind that instruments designed to differentiate between groups may magnify existing differences and test items must be selected without reference to the groups' responses, to obtain an unbiased estimate of differences.



Users of the problem check-list technique stress the fact that such instruments are not tests, since they have no standardized scoring procedures. In this way, there is some attempt to avoid the pitfalls of establishing reliability and validity for such instruments by stating that the "usual indices . . . do not apply." (Mooney, 1950). However, it would seem that the problem of establishing validity cannot be so easily bypassed.

The fact that content validity (such as that established for the Mooney Problem Check-List) is insufficient for personality measurement has been stressed by many writers. The problems of establishing validity for the self-report check-list as a measure of self-concept, do not appear to have been solved, because of the difficulties previously mentioned in regard to phenomenological measures. The correlation of the marking of an item as a problem with external "objective" indications of the existence of a problem, while this would be a step in the right direction, is an insufficient evaluation of a phenomenological instrument. For the present, it would appear that such instruments must be used with recognition of their limitations.

Jones (1953) advocates the use of the check-list technique in studying differences between groups, regardless of the difficulties inherent in attempting to interpret such differences. Reliability is perhaps less of a problem in check-list techniques since test-retest procedures can be used.



Another difficulty in using the problem check-list technique is that the individual's attention is not directed away from himself, and the probability of faking is thus increased. However, Edwards (1957) reports that the assurance of anonymity does not eliminate nor substantially change the subjects' tendency to endorse items in relation to social desirability scale values.

Further, the subjects' responses to a questionnaire may vary considerably according to the test instructions (especially the instructions asking the subject to describe himself versus asking him to describe "most people"). In this regard, there has been insufficient evidence of the effect of the instructions of a problem check-list. On such an instrument, the individual reports his major and minor problems but not how problem-laden he believes himself to be in comparison with another person or some external norm.

In spite of these difficulties, the problem check-list technique appears to be a useful one. It can be speedily administered to large groups, readily adapted for specific purposes, and is particularly valuable for verbally handicapped groups since there are minimum demands upon the individual to express himself in words. While it cannot be said to yield reliable information on basic or underlying sources of conflict, it does provide opportunity for the verbally unskilled person to communicate his felt problems in a simple and straight forward manner. It is



particularly useful as a counselling tool, where clarification of the meaning of underlined items can be done in the interview. Jones (1953) says of the Mooney Problem Check-List that it is refreshing to find an instrument that has promised little and yielded much.

In this sense, the Mooney Problem Check-List is seen by some as a promising instrument for the exploration of the self-concept of the individual. In working with a group which seems to find difficulty with verbal expression, an instrument like the Mooney Problem Check-List is particularly useful. Jaffee and Polansky (1962) theorize that the relative "verbal inaccessibility" of delinquent children is due to a tendency toward action rather than ideation in the expression of affect." It has been reported that verbal accessibility as a trait remains constant over time spans up to three years (Rickers-Ovsiankina et al 1958; Polansky et al, 1961). In a study of delinquent versus non-delinquent boys, using three different socioeconomic groups, it was found that boys with delinquent trends tended to be relatively verbally inaccessible in comparison to the contrast group (Jaffee et al, 1962). Thus, one might expect that a delinquent group such as the institutionalized group in this study would display relatively less responsivity to an instrument (such as the Mooney Problem Check-List) which is not designed specifically for them.



A delinquent group would appear to have a greater number of problems than a normal group. However, the additional stimulation of an instrument specifically designed for the delinquent group might be required to evoke proportional response from this verbally handicapped or inaccessible group.

In general, it would be expected, as has been already suggested, that differences would appear between the self-report of the delinquent and the non-delinquent. Comparison of the problem check-list responses of an institutionalized delinquent group and of a normal high school group would hopefully yield information which would help in understanding delinquency.

#### B. Adolescence and Delinquency

Adolescence has long been a subject of interest to psychologists and others. As a developmental phase bridging childhood and adulthood, it is vital to the successful completion of the maturation process, physically, mentally, and emotionally. As such, adolescence is often considered a crucial stage in the human growth process. Of concern is the adolescent who doesn't successfully complete this stage, who carries with him into chronological adulthood the characteristics of the adolescent, as these are usually defined in Western society.

While various writers have suggested that the majority of people never progress beyond the late adolescent stage in their



emotional development, the greater concern is with those adolescents whose behaviour even during adolescence progresses beyond socially acceptable or tolerable limits. These individuals may be variously characterized as "emotionally disturbed", "behaviour problems", "character disorders", "juvenile delinquents", et cetera, depending upon their behaviour, the situation in which it occurs, and upon the person making the diagnosis. The characteristic held in common by the adolescents so defined is that society, while allowing greater leeway for non-conformist behaviour during adolescence than later on, now considers these adolescents to have trespassed beyond tolerance. Something, therefore, must be done to bring these "wayward youth" (Aichorn, 1936) back into line with the rest of society.

How does society define the dissocial adolescent? When the behaviour falls into the category of criminal behaviour, the solution is a straight forward legal classification of the individual as a juvenile delinquent. However, schools, clinics, institutions, and welfare agencies are constantly concerned with youth whose behaviour is not legally delinquent, yet about whom it is felt that "something must be done." The behaviour giving rise to this concern may vary from sexual deviation to temper tantrums. There does not seem to be any clear definition of what behaviour characteristics are exhibited by the dissocial adolescent. Rather, it seems that the definition of an adolescent as a "problem" depends



upon the number and influence of the people annoyed by his behaviour, and upon the diagnostic and treatment resources in his immediate vicinity.

Friedenberg (1959) makes the interesting suggestion that uncontrolled adolescent behaviour or rebellion constitutes such a threat to the unconsciously impulsive, frustrated, and conformist but embittered adult majority that there are constant attempts to limit adolescent freedom. In common with other writers, he believes the rebellious behaviour of the adolescent to be a healthy and vital part of development, the adolescent's attempt to define himself in relation to society and its limits. However, Friedenberg feels that society's attempt to stifle adolescent rebellion must result in underdeveloped adults who can only define themselves in dogged conformity to various institutionalized roles.

Regardless of such value judgments, society does appear to define adolescent non-conformity beyond certain limits as anti-social and there do appear to be a large number of adolescents who are clinically, if not legally, defined as "delinquent" or "anti-social". Many behaviour problem adolescents can be considered as potential or borderline delinquents. As well, even legal delinquency is coming to be considered to be a mental and emotional problem as modern psychology and psychiatry increasingly repudiate the individual's responsibility for his symptomatology and call for treatment rather than punishment. However, the nature and direction of such treatment is as open a question as the etiology of anti-social behaviour.



Speculations as to the causes of anti-social behaviour have ranged from the psychoanalytic approach of Alexander (1930) to Sutherland's (1955) sociological theory. The pioneer in removing the study of delinquency from the Lombrosian theories of constitutional types into the realm of dynamic understanding was Aichorn (1936).

Drawing heavily from Freud, Aichorn (1936) gave the following exposition of the etiology of delinquency:

If the child is harmed through too great disappointment or too great indulgence in his early love life, he builds up reaction patterns which are damaged, incomplete, or too delicate to support the wear and tear of life. He is incapable of forming libidinal object relationships which are considered normal by society. His unpreparedness for life, his inability to regulate his conscious and unconscious libidinal strivings and to confine his libidinal expectations within normal bounds, create an insecurity in relation to his fellow men and constitute one of the first and most important conditions for the development of delinquency. Following this point of view, we look for the primary causes of dissocial behaviour in early childhood, where the abnormal libidinal ties are established . . . . It seems as though only a part of the ego of the delinquent has succeeded in making the transition from the unconscious pleasure world of the small child to that of reality. Why have they remained immature in one part of their ego? Because another part of their ego has developed to a maturity corresponding to or exceeding their chronological age. Every delinquent shows this cleavage in ego. A part of the personality of the delinquent is dominated by the over-powerful pleasure principle; the remaining part of the personality may react in a reasonable and mature way. The delinquent often shows himself especially adept in conforming to reality in situations where the bare struggle for existence is involved.

Developing from this tradition, numerous theorists have attempted to link delinquency to personality elements. Healy and Bronner's (1936) classic study resulting in the finding that 91 percent of the delinquents



and 13 percent of their non-delinquent siblings had deep emotional disturbances, has been regarded by some as clear proof that delinquency is largely due to emotional disturbance. However, this conclusion has been criticized on the grounds that it has not been ascertained which comes first -- the emotional disturbance or the delinquency. As Sutherland and Cressy (1955) point out;

The alternative hypothesis is that emotional disturbance produces delinquency when it isolates a person from the law-abiding group and decreases the prestige of this group, or when it throws an individual into contact with delinquent groups.

A concurrent trend has been the development of sociological theories that delinquency can be traced to the extent and nature of the child's exposure to anti-social behaviour patterns (Sutherland and Cressy, 1955). In line with this trend, most modern theorists make a fundamental distinction between the individual delinquent and the gang or sociologic delinquent; the former being generally seen as emotionally disturbed, the latter being regarded as identifying with sub-cultural anti-social values. Some social interaction theorists feel that even the sources of individual delinquency may be found in social relationships.

Modern psychiatric theories of delinquency concentrate upon the "superego lacunae" (Johnson, 1959) found in the delinquent, postulating in an etiologic theory of unconscious individual delinquency "that parents unconsciously initiate and foster anti-social behaviour in order to experience gratification for themselves..." (Johnson, 1959).

In general it would seem that there is, as yet, no systematic empirically demonstrated theory which adequately explains the causes



of delinquency. There is greater agreement on the question of the characteristics of the anti-social child. Of particular note is the impulsivity of the delinquent, the desire for primitive and immediate gratifications, and the inability to control the periodic breakthrough of primitive impulses. Whether the behaviour involved is truancy, stealing, sexual promiscuity, running away or excessive underage drinking, the central theme is that of impulsive gratification. Kate Friedlander (1949) says, "We are familiar with the picture of the anti-social child during late latency period and puberty, with his narcissistic self-evaluation, his impulsiveness and his inability to establish object relationships which endure frustrations."

However, many delinquents do not appear to fit this description. Many have established strong object-relationships, but these may be with adults who consciously or unconsciously sanction anti-social behaviour. Many of them evidence low self-esteem, offering perhaps some confirmation of Friedenberg's (1959) thesis that the unapproved adolescent eventually comes to accept society's low evaluation of him.

Considering for a moment the developmental tasks of adolescence, what effect might the dissocial behaviour of the delinquent have upon his accomplishment of these tasks? A major, and difficult task of adolescence is that of self-definition. In line with Cooley's (1902) "looking-glass self" theory, one might expect the dissocial adolescent to be in some conflict over self-definition as a result of the derogatory opinions which others have of his conduct. Thus, one observes the blatantly rebellious adolescent defining himself with esteem in defiance of the broader society's values, the masochistically tinged self-definition



of the adolescent who believes himself to be "bad"; and the adolescent who evades the task of self-definition because of the conflicts inherent in it for him.

In a study with 405 boys and girls from grades five and twelve, Knon (1961) concludes that "a person's self-picture does reflect the evaluations of him by the crucial figures of his interpersonal environment . . . that self-evaluation may be influenced by peers as much as parents." Delinquents have been found to display more negative self-concepts than non-delinquents (Lively et al, 1962; Purcell, 1961; Epstein, 1962). In line with this, a delinquent group such as the institutionalized group of the present study might be expected to indicate an evaluation of themselves as "problem girls" by endorsing a greater number of items on a problem check-list instrument.

Gardner (1959) cites as the four major tasks of adolescence, the following:

Modification of their unconscious concepts of parental figures . . . (which) involves an extensive alteration of the frames of guidance of behaviour that have been strong structural elements in the child's personality . . . the assumption of standards of morality, of right and wrong, that are acceptable and appropriate in the adult society . . . the identification with the sex role for which he or she was biologically determined . . . (the making of) permanent decisions and choices . . . as to educational and vocational futures.

The choice of standards of morality may be particularly difficult for the dissocial adolescent, insofar as he can reject these values and ally himself with a like-minded group, thus increasing the probability of further dissocial behaviour.

The task of sexual self-definition appears to be a problem of controlling and finding limits for the delinquent, as Aichorn (1936) notes:



One type of delinquent shows under-developed sexuality, The others are normally developed, or precocious. They are seldom perverse or inverted.

As to choosing educational and vocational futures, this would seem to be a task for which the dissocial adolescent is singularly unprepared. Preoccupied with his conflict with others and himself, there does not seem to be sufficient remaining energy or sufficient consideration of the more refined aspects of reality to enable him to be greatly concerned with this area. Further, the delinquent may be sufficiently at variance with middle class values to refuse the educational area completely.

In a cross-cultural study of 5,000 representative teenagers in school in the U.S.A., Puerto Rico, West Germany and India, using the S.R.A. Youth Inventory, Remmers (1962) reports that health problems appear to be of least concern and post high school problems of most concern. In line with this, a high school group such as the one in the present study, might be expected to endorse more items in the educational and vocational areas than a delinquent group.

While the literature on adolescence and delinquency is extensive and while the behaviour problem adolescent can be considered as a mild or borderline delinquent, there does appear to be some scarcity of material on this latter group. Further, there would appear to be some need for writers to define clearly what they mean by "delinquency", since the behaviour-problem adolescent and the legally-delinquent adolescent are so often treated interchangeably without explicit acknowledgement of this.



Against this background of studies in the area of adolescent delinquency it is possible to make certain hypotheses about the problem stated at the outset of the thesis. The hypotheses become more specific when use is made of a particular technique such as the problem check list as a means of communicating with a given group of adolescent girls, in this instance, girls who have difficulty in initiating a verbalization of their needs.

It is in this context that the following hypotheses are advanced.

Hypotheses:

It is hypothesized:

1. that the institutional group will underline a greater proportion of items than the high school group;
2. that the institutional group will underline more items on the Revised Problem Check-List than on the Mooney Problem Check-List;
3. that the high school group will underline more items on the Mooney Problem Check List-than on the Revised Problem Check-List;
4. that certain items on each of the forms will discriminate between the institutionalised and the high school groups, and
5. that the two groups will differ with respect to the new items on the Revised Problem Check List, the institutionalized group underlining more of these than will the high school group.



## CHAPTER III

### METHOD

#### A. Selection and Construction of the Instruments

##### The Mooney Problem Check-List (Appendix 1).

The Mooney Problem Check-List had been chosen as an instrument for the institutional group because it was felt that it facilitates communication of personal problems. While various projective techniques and questionnaires might have been more desirable, the nature of the group and the time available for testing demanded an instrument which required minimum verbal skills and which could be administered in groups. The High School form was used as it was felt that this form provided the most suitable coverage of problems for this group.

##### Norms

The author does not give norms, stating that such information would be meaningless, in view of the recent revision of items. He does suggest that local norms be established.

##### Reliability

(From the test manual). Test - retest -  $r = .90$  to  $.98$

##### Validity

(From the manual). While the author states that the usual criteria of validity cannot be applied to this instrument, since it is not constructed as a test, he does give several indices of validity. Evidence of responsiveness, coverage of problems, and "constructive attitude" (as evidenced by subjects indicating a desire to discuss the items they have marked) are cited as evidence of validity of the instrument. Some evidence of concurrent validity has been gained by the method of contrasted groups.



### Criteria for Selection of Items

Mooney chose his items on the basis that they be:

1. In the language of the students;
2. Short enough for rapid reading;
3. Self-sufficient as individual phrases;
4. Common enough to be checked frequently in large groups of students, or serious enough to be important in individual cases;
5. Graduated in seriousness from relatively minor difficulties to relatively major concerns;
6. Vague enough in 'touchy' spots to enable the student to check the item and still feel that he can hide his specific problem in later conferences if he chooses to do so;
7. Centered within the student's own personal orientation rather than in general social orientation."

### Format

The 330 items are grouped horizontally in sets of five, by problem areas. The areas covered are as follows:

Health and Physical Development (HPD)

Finances, Living Conditions and Employment (FLE)

Social and Recreational Activities (SRA)

Social-Psychological Relations (SPR)

Personal-Psychological Relations (PPR)

Courtship, Sex, and Marriage (CSM)

Home and Family (HF)

Morals and Religion (MR)

Adjustment to School Work (ASW)

The Future: Vocational and Educational (FVE)

Curriculum and Teaching Procedure (CTP)



The Revised Problem Check-List (Appendix 2)

A revised form of the Mooney Problem Check-List, labelled for this study the Revised Problem Check-List, was constructed using statements gleaned from the institutionalized girls' written and oral accounts of their own problems.

These accounts were gained in several ways. During an evening which the writer spent in discussion with the institutionalized girls, the issue of communicating personal problems was raised. The group had done the Mooney Problem Check-List recently, and they were asked to write suggested new items for a similar instrument, covering anything that they felt had not been included on the Mooney. The individual Mooney Problem Check-List records were scanned for any material in the summarizing statements' section for ideas as to content and wording of items. For several weeks, the teachers in the institution kept a written record of the girls' spontaneous statements of their problems. Finally, the writer and a teacher from the institution used their experience in individual interviewing of these girls to construct the new items. Sixty-five new items were then constructed to cover problem areas which had no corresponding statement on the Mooney Problem Check-List. Those 123 items from the Mooney Problem Check-List which seemed to require simpler language within the group's frames of reference were revised in those simpler terms. The final 142 items were taken directly from the Mooney Problem Check-List. Thus, the Revised Problem Check-List consisted of 65 new items, 123 revised items, and 142 Mooney



Problem Check-List items, for a total of 330 items.<sup>1</sup> The test instructions remained the same as for the Mooney Problem Check-List. The subject is directed to read through the list of problems and underline those which are troubling him.

#### B. Administration and Description of the Sample

The Revised Problem Check-List and the Mooney Problem Check-List were then administered to a group of girls from the Good Shepherd Convent and to a group of girls from an Edmonton High School.

The Good Shepherd Convent is a closed, non-denominational institution for girls between the ages of twelve and eighteen years, (see Appendix 5). Their behavior has been such that community sources such as the public welfare agencies, the family court, the police department, and, occasionally, parents, have asked that the girls be placed in such an institution. Typical social histories of the institutional girls list such background factors as generally deprived economic, social, cultural, and emotional background; interrupted and generally poor school background and achievement. Typically their social workers state that the girl "is having difficulty with verbal communication". A number of the group are Metis. This combination

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<sup>1</sup> It will be noticed that the retained and revised items do not always have the same number on the Mooney Problem Check-List and the Revised Problem Check-List. Wherever item numbers are cited in the discussion, these are the numbers from the Mooney Problem Check-List. A key to the equivalent item number on the Revised Problem Check-List is provided in Appendix 4. In the case of the new items, which have no equivalent item on the Mooney Problem Check-List, the item number cited is that from the Revised Problem Check-List.



of Indian and white cultures usually means that the girl is rejected by both groups. The institutional group consisted of 104 girls, described in Tables 1 & 2.

Typical behaviors given as reasons for placement in the institution include repeated running away, the keeping of unacceptably late hours, temper tantrums, promiscuity, under-age drinking and, in general, "uncontrollable behavior". It is difficult to classify the subjects according to behavior, since the mixed backgrounds and diagnoses make it difficult to say which behavior pattern would be operating at the time the tests were administered. Therefore, three typical Social Histories are given in Appendix 3. Information on the socioeconomic status of the family would be almost impossible to classify, since the majority of the group have a long history of various foster home and/or institutional placements.

TABLE 1

Distribution by age for the Institutional Group

| Age           | N  |
|---------------|----|
| 13            | 5  |
| 14            | 23 |
| 15            | 38 |
| 16            | 27 |
| 17            | 10 |
| 19            | 1  |
| Mean Age 15.2 |    |



TABLE 2

Distribution by Grade for the Institutional Group

| Grade           | N  |
|-----------------|----|
| IV              | 1  |
| VI              | 5  |
| VII             | 14 |
| VIII            | 42 |
| IX              | 37 |
| X               | 2  |
| XI              | 1  |
| Special Classes | 2  |

The High School group consisted of 90 girls drawn from three Grade Ten classrooms from a regular high school in the City of Edmonton. A school within the Separate School system was chosen so that both groups would have been exposed to Roman Catholic teachings and personnel. Because of the academic retardation of the institutional group, it was impossible to match school grades. The groups were approximately matched with respect to age. Relevant data on the composition of the high school group is given in Tables 3 & 4. There were at least two Metis girls in the high school group. It is quite likely that the behavior problems mentioned in connection with the institutional group were also present in the high school group, but these had not reached the stage at which they were officially recognized as "behavior problems".



TABLE 3

Distribution by Age for the High School Group

| Age           | N  |
|---------------|----|
| 14            | 2  |
| 15            | 48 |
| 16            | 31 |
| 17            | 7  |
| 18            | 2  |
| Mean Age 15.8 |    |

TABLE 4

Occupation of Father for the High School Group

| Father's Occupation | N  |
|---------------------|----|
| Professional        | 11 |
| Clerical & Sales    | 18 |
| Skilled             | 22 |
| Semi-skilled        | 9  |
| Unskilled           | 12 |
| Service             | 6  |
| Agricultural        | 3  |



As the school personnel requested that the testing be done at one sitting, it was necessary to use three examiners. These examiners, unfamiliar to all groups, tested groups of approximately thirty, using standardized introductions and instructions (see Appendix 8), giving the Mooney Problem Check-List and Revised Problem Check-List to alternate individuals. After being told the reason for testing, the groups were instructed to read through the list of problems and underline those which were troubling them. They were then to read through the problems they had underlined and circle the ones which troubled them most. The institutional group being somewhat smaller than desired, a further sample of thirty was later collected by the writer, under similar conditions of testing.



# CHAPTER IV

## RESULTS

In analyzing the data, the variance within the groups was found to be so great as to render techniques using means less applicable. Therefore, the data were treated in terms of the significance of the differences between proportions. To find the total possible number of underlined items, the total number of items on each test was multiplied by N for each group. The actual number of underlined items for each group was then used to find the proportions of items underlined by each group.

TABLE 5

Proportions of Items Underlined by Institutional and High School Groups on the Mooney Problem Check-List and the Revised Problem Check-List

|                     | Total No. of<br>Items Underlined | Proportion<br>of Items<br>Underlined | $p^{\lambda}$ |
|---------------------|----------------------------------|--------------------------------------|---------------|
| Institutional Group | 7,187                            | .209                                 | .001          |
| High School Group   | 3,809                            | .128                                 |               |

$\lambda$  Using formula  $D_p/SE_{D_p}$  . - (Johnson and Jackson, 1959)



TABLE 6

Proportions of Items Underlined by the Institutional Group on the Mooney Problem Check-List and the Revised Problem Check-List.

|                                    | Total No. of<br>Items Underlined | Proportion of<br>Items Underlined | p                       |
|------------------------------------|----------------------------------|-----------------------------------|-------------------------|
| Mooney Problem<br>Check-List N=54  | 3,708                            | .208                              | not<br>signi-<br>ficant |
| Revised Problem<br>Check-List N=50 | 3,479                            | .211                              |                         |

TABLE 7

Proportions of Items Underlined by the High School Group on the Mooney Problem Check-List and the Revised Problem Check-List.

|                                    | Total No. of<br>Items Underlined | Proportion of<br>Items Underlined | p    |
|------------------------------------|----------------------------------|-----------------------------------|------|
| Mooney Problem<br>Check-List N=45  | 2,028                            | .137                              | .001 |
| Revised Problem<br>Check-List N=45 | 1,781                            | .120                              |      |



It was found that the differences between the proportion of total items underlined by the two groups was statistically significant (see Table 5). The hypothesis that the institutional group would underline a greater total number of items than the high school group was therefore accepted. The institutional group endorsed a significantly greater number of problems than did the high school group.

The same technique was used to assess the significance of the differences between the number of items underlined by each group on each test. It was found that while the institutional group underlined a slightly greater proportion of items on the Revised Problem Check-List, the differences were not statistically significant (see Table 6). Hypothesis two was therefore rejected.

Hypothesis three, that the high school group would underline a greater proportion of items on the Mooney Problem Check-List than on the Revised Problem Check-List, was accepted (see Table 7).



TABLE 8

Proportions of Institutional and High School  
Groups who Underline Selected Revised Items.

| Item<br>Number | Mooney Problem<br>Check-List Item |                 |      | Equi-<br>valent<br>Item<br>Number | Revised Problem<br>Check-List Item |                 |      |
|----------------|-----------------------------------|-----------------|------|-----------------------------------|------------------------------------|-----------------|------|
|                | Inst. ★<br>Group                  | H.S.★★<br>Group | p    |                                   | Inst.★<br>Group                    | H.S.★★<br>Group | p    |
| 40             | .111                              | .088            |      | 40                                | .320                               | .044            | .01  |
| 45             | .333                              | .200            |      | 104                               | .040                               | .244            | .01  |
| 48             | .352                              | .022            | .001 | 52                                | .140                               | .066            |      |
| 51             | .166                              | .133            |      | 51                                | .080                               | .244            | .05  |
| 56             | .259                              | .044            | .05  | 56                                | .300                               | .200            |      |
| 63             | .315                              | .111            | .01  | 62                                | .120                               | .088            |      |
| 67             | .296                              | .111            | .01  | 67                                | .120                               | .088            |      |
| 68             | .204                              | .111            |      | 69                                | .180                               | .022            | .01  |
| 71             | .222                              | .066            | .05  | 71                                | .040                               | .088            |      |
| 74             | .148                              | .066            |      | 74                                | .000                               | .088            | .05  |
| 88             | .037                              | .000            |      | 34                                | .220                               | .044            | .01  |
| 97             | .204                              | .111            |      | 97                                | .060                               | .222            | .01  |
| 98             | .166                              | .155            |      | 99                                | .220                               | .066            | .05  |
| 105            | .333                              | .311            |      | 105                               | .200                               | .377            | .05  |
| 108            | .486                              | .244            | .01  | 110                               | .340                               | .355            |      |
| 119            | .148                              | .155            |      | 119                               | .220                               | .510            | .01  |
| 121            | .333                              | .133            | .01  | 121                               | .100                               | .088            |      |
| 129            | .315                              | .066            | .001 | 129                               | .140                               | .155            |      |
| 132            | .315                              | .088            | .01  | 132                               | .240                               | .288            |      |
| 135            | .130                              | .200            |      | 135                               | .400                               | .155            | .01  |
| 143            | .130                              | .155            |      | 142                               | .340                               | .088            | .001 |
| 158            | .370                              | .200            | .05  | 155                               | .260                               | .288            |      |
| 200            | .166                              | .200            |      | 200                               | .160                               | .000            | .01  |
| 203            | .130                              | .088            |      | 211                               | .220                               | .044            | .01  |
| 255            | .204                              | .133            |      | 214                               | .200                               | .044            | .01  |
| 260            | .130                              | .044            |      | 260                               | .220                               | .044            | .01  |
| 274            | .055                              | .066            |      | 274                               | .080                               | .244            | .05  |
| 280            | .055                              | .044            |      | 280                               | .060                               | .000            | .05  |
| 283            | .018                              | .177            | .01  | 284                               | .040                               | .000            |      |
| 290            | .111                              | .200            |      | 290                               | .140                               | .311            | .05  |
| 322            | .130                              | .399            | .001 | 322                               | .160                               | .244            |      |

★ Institutional Group

★★ High School Group



TABLE 9

Proportions of Institutional and High School  
Groups who Underline Discriminating New Items

| Item<br>Number | Institutional<br>Group | High School<br>Group | p    |
|----------------|------------------------|----------------------|------|
| 8              | .36                    | .133                 | .01  |
| 13             | .24                    | .088                 | .05  |
| 18             | .28                    | .044                 | .001 |
| 23             | .22                    | .044                 | .01  |
| 33             | .50                    | .022                 | .001 |
| 38             | .08                    | .000                 | .05  |
| 43             | .38                    | .111                 | .001 |
| 53             | .36                    | .133                 | .01  |
| 58             | .38                    | .022                 | .001 |
| 63             | .06                    | .000                 | .05  |
| 68             | .14                    | .000                 | .01  |
| 73             | .24                    | .066                 | .01  |
| 78             | .26                    | .111                 | .05  |
| 98             | .44                    | .155                 | .001 |
| 103            | .12                    | .022                 | .05  |
| 108            | .12                    | .022                 | .05  |
| 113            | .08                    | .000                 | .01  |
| 118            | .20                    | .044                 | .01  |
| 123            | .14                    | .000                 | .01  |
| 128            | .24                    | .088                 | .05  |
| 133            | .36                    | .173                 | .05  |
| 148            | .32                    | .066                 | .001 |
| 153            | .14                    | .000                 | .01  |
| 163            | .32                    | .066                 | .001 |
| 168            | .22                    | .000                 | .001 |
| 173            | .20                    | .000                 | .001 |
| 178            | .34                    | .066                 | .001 |
| 183            | .16                    | .000                 | .01  |
| 188            | .16                    | .022                 | .01  |
| 203            | .26                    | .088                 | .01  |
| 213            | .54                    | .200                 | .001 |
| 223            | .26                    | .000                 | .001 |
| 233            | .20                    | .022                 | .01  |
| 238            | .36                    | .044                 | .001 |
| 248            | .30                    | .000                 | .001 |
| 253            | .10                    | .000                 | .01  |
| 258            | .12                    | .022                 | .05  |
| 263            | .18                    | .066                 | .05  |
| 268            | .22                    | .088                 | .05  |
| 278            | .34                    | .088                 | .001 |
| 288            | .16                    | .000                 | .01  |
| 298            | .22                    | .044                 | .01  |
| 313            | .16                    | .022                 | .01  |
| 318            | .44                    | .044                 | .001 |
| 323            | .28                    | .000                 | .001 |



TABLE 10

Proportions of Institutional and High School Groups  
who Underline "Characteristic" Discriminating  
Retained Items

| Item<br>Number | Mooney Problem<br>Check-List Item |                 |      |  | Revised Problem.<br>Check-List Item |                 |      |
|----------------|-----------------------------------|-----------------|------|--|-------------------------------------|-----------------|------|
|                | Inst.*<br>Group                   | H.S.**<br>Group | p    |  | Inst.*<br>Group                     | H.S.**<br>Group | p    |
| 26             | .50                               | .333            | .05  |  | .52                                 | .288            | .01  |
| 30             | .537                              | .222            | .001 |  | .52                                 | .333            | .05  |
| 140            | .555                              | .177            | .001 |  | .62                                 | .111            | .001 |
| 50             | .463                              | .666            | .05  |  | .36                                 | .577            | .01  |

\* Institutional Group

\*\* High School Group



Applying the same formula to find the significance of the differences between the proportions of each group underlining individual items, it was found that a number of items discriminated between the institutionalized and the high school groups (see Tables 8, 9, and 10). Hypothesis four, that certain items on each of the forms would discriminate between the institutionalized and the high school group, was thus confirmed.

The hypothesis that the groups would differ with respect to the new items on the Revised Problem Check-List, the institutionalized group underlining more of these than the high school group, was similarly confirmed. As it can be seen from Table 9, forty-five of the sixty-five new items discriminated between the institutional and the high school groups, all of these being underlined by a greater proportion of the institutional group, thus confirming hypothesis five.



## CHAPTER V

## DISCUSSION OF RESULTS

Evaluation of the Revised Check-List in terms of total number of responses evoked indicates some difference in the suitability of the tests for the two groups. However, it would seem precipitate to judge the groups' performance on both tests on the basis of this rough quantitative measure and final judgment must be suspended for an evaluation of individual items.

A. Revised Items

While reliability and validity studies of the revised test are beyond the scope of the present study, some attempt can be made to ascertain the usefulness of the revised instrument. Anastasi (1961) states that "Both reliability and validity depend ultimately upon the characteristics of the items making up the test. Any test can be improved through the selection, substitution, or revision of items." On this basis, the instrument can be evaluated. For present purposes, the more important merit of this procedure is that it allows closer examination of the performance of the two groups on individual items.

An item analysis of those revised items which appeared to discriminate between the two groups showed 19 items on which the original item (on the Mooney Problem Check-List) did not discriminate significantly between the two groups while the revised version of the same item did so. Examination of the content and wording of these items may suggest possible reasons for this, in terms of the characteristics of the groups. Particular attention should be paid to the direction of the change in performance of each group from original to revised item which would produce the increased discrimination power.



TABLE 11a

## Content of Discriminating Revised Items

| Item Number | Mooney Problem Check-List Item               | Revised Problem Check-List Item                  |
|-------------|----------------------------------------------|--------------------------------------------------|
| 40          | Being treated like a child at home           | Being treated like a baby at home                |
| 135         | Feeling inferior                             | Feeling that I'm not as good as other people     |
| 98          | Restless to get out of school and into a job | Want to quit school and work                     |
| 143         | Parents old-fashioned in their ideas         | Grown-ups old-fashioned in their ideas           |
| 203         | Parents making too many decisions for me     | People never letting me make up my own mind      |
| 255         | Lacking self-control                         | Can't control what I do                          |
| 280         | Bothered by a physical handicap              | Bothered by a physical handicap (lameness, etc.) |
| 200         | Being tempted to cheat in classes            | Cheating in school                               |
| 260         | Wishing I had a different family background  | Wishing I came from a different family           |



On nine of these items (see Table 11a), the difference seems to reflect an increased suitability of the revised version for the institutional group; e.g., as many or more of the institutional group and fewer of the high school group marked the revised than the original version.

What might explain the increased responsivity of the institutional group and the lessened responsivity of the high school group to these revised items? For items 40, 135, 280, and 260 (see Table 11a), it would seem to be a matter of the words used. As an example, Item No. 40

MPCL\* - "Being treated like a child at home "  
RPCL\*\* - "Being treated like a baby at home."

The word "baby" in the revised item, while known to be in common usage among the institutional group, may not appear as self-applicable to the high school group as the word "child". While this might open some interesting possibilities in terms of Aichorn's (1936) comment on the tendency of the dissocial adolescent to say and do things characteristic of a much younger child, it may be simpler to explain the difference on a basis of "in-group" communication within the institution.

The simplified wording of the revisions of items 135, 280, and 260 (see Table 11a) would probably make these more suitable for the somewhat academically retarded institutional group.

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\* - Mooney Problem Check-List Item  
\*\* - Revised Problem Check-List Item



In Item 260

MPCL - "Wishing I had a different family background."  
 RPCL - "Wishing I came from a different family."

There is the further specialized interpretation of the word "background", which may connote socioeconomic class strivings, while the omission of this leaves open the possibility of desire for a different family group with its various meanings to the individual. The high school group may be responsive to the suggestion of upward social mobility, while the institutional group, with commonly deprived and interrupted family relationships, would likely be more desirous of having a completely different family group. Not knowing the meaning of the item to the individual, it is possible to speculate that for those members of the institutional group who have never known any continuing family life, the marking of the revised item may reflect a desire for some kind of family other than the one which has failed to provide family life.

Item 143

MPCL - "Parents old-fashioned in their ideas."  
 RPCL - "Grown-ups old-fashioned in their ideas."

and Item 203

MPCL - "Parents making too many decisions for me."  
 RPCL - "People never letting me make up my own mind."

These have in common the substitution of the more generic words "grown-ups" and "people" in the revision for "parents" in the original. The present situations and past life experiences of the



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institutional group (presently being in the institution, past institutional and/or foster home placements where the personnel caring for them may not have been perceived as parent figures) would probably make the revised wording more applicable.

A further consideration is that the institutional group, liable to impulsive behavior, finding difficulty in controlling immediate pleasure strivings and having come into conflict with the agents of society, may perceive the wider environment as more inhibiting than do the high school group, for whom parents are the major restrictive force. Item 203

MPCL - "Parents making too many decisions for me."  
RPCL - "People never letting me make up my own mind."

This explanation may be particularly pertinent to the above item noting the difference in degrees between the wording of "too many" and "never".

The response of the institutional group to this item may have some close relationship to reality considerations, since institutional environments are commonly noted to be more restrictive of personal decision-making than the natural family environments.

A difference involving "principle" versus "action" might be seen in items 98, 255 and 200 (see Table 11a).

Item 98

MPCL - "Restless to get out of school and into a job."  
RPCL - "Want to quit school and work."

The wording of the original version suggests consideration of possibilities, while the revised wording might suggest a desire for



immediate action. If the institutional group is, in fact, as behaviorally impulsive as their social histories would suggest, it may be reasonable to assume a heightened responsivity to items suggesting action in lieu of items of more thoughtful aspect.

Aichorn's (1936) comments on the primitive reality adaptation and weak or non-existent ego-ideal of the dissocial child are pertinent here.

Item 200

MPCL - "Being tempted to cheat in classes."  
RPCL - "Cheating in school."

Similarly, the revised wording in the above item may make this less suitable to the high school group, in terms of their expected greater involvement with principles and conscience-directed thoughts.

This group might be expected to be somewhat more aware of and concerned with factors making for social acceptability and may express themselves more freely on items which indicate less overt behavioral extremity than do the revised versions of items 200 and 255.

Item 200

MPCL - "Being tempted to cheat in classes."  
RPCL - "Cheating in school."

Item 255

MPCL - "Lacking self-control."  
RPCL - "Can't control what I do."



Finally, one might reasonably expect more overt behavior, of the type involved in these items, among the institutional group.

On the next five items under consideration, the increased discrimination power of the revisions appears to result from an increased use of the revised versions over the original items by the high school group, with decreased responsitivity to the revised items by the institutional group.

TABLE 11b

## Content of Discriminating Revised Items

| Item Number | Mooney Problem Check-List Item                 | Revised Problem Check-List Item              |
|-------------|------------------------------------------------|----------------------------------------------|
| 45          | Wanting advice on what to do after high school | Not knowing what to do after I finish school |
| 51          | Having no suitable place to study at home      | Not having a good place to study             |
| 74          | Afraid of close contact with the opposite sex  | Afraid to go out with boys                   |
| 97          | Needing to know more about occupations         | Want to know what kind of jobs there are     |
| 105         | Afraid to speak up in class discussions        | Afraid to speak up in class                  |



For these items (45, 51, 74, 97, 105), the revised versions appear to be more suitable for the high school group, while the institutional group is more responsive to the original version (see Table 11b). Assuming a greater degree of immaturity among the institutionalized girls, one might look for the some evidences of the demanding dependency characteristic of the immature person.

#### Item 45

- MPCL - "Wanting advice on what to do after high school."
- RPCL - "Not knowing what to do after I finish shcool."

#### Item 97

- MPCL - "Needing to know more about occupations."
- RPCL - "Want to know what kind of jobs there are."

These items may be explainable on this basis, comparing the possible perceived meaning of "wanting advice" versus "not knowing", and "needing to know" versus "want to know". Possibly the greater self-reliance of the high school group, in contrast to the combined dependency-rebellion pattern of the institutional group may make the former more likely to respond to the informational connotation of "not knowing" and "want to know" than the dependency flavored "wanting advice" and "needing to know".

#### Item 97

- MPCL - "Needing to know more about occupations."
- RPCL - "Want to know what kind of jobs there are."



## Item 105

- MPCL - "Afraid to speak up in class discussions."
- RPCL - "Afraid to speak up in class."

Another aspect, for item 97, in common with item 105 may be the tendency of the institutional group, faced with complex wording to give "distance", to say what they think is expected. Again, the greater self-reliance and realistic concerns of the high school group, with more genuine concern for school and future might make this group more responsive to the clarified wording of the revisions. In this sense, the institutional group may have some tendency to comply with perceived expectancies on these "less important" topics. The high school group on the other hand may take these same topics with sufficient seriousness to warrant response to the clearer version.

## Item 51

- MPCL - "Having no suitable place to study at home."
- RPCL - "Not having a good place to study."

This may have some relevance to the response patterns on the above item as well. However, it may be that the institutional group is responding to the words "at home" of the original version of this item. The concern being indicated by underlining of this item may be related to the often repeated desire of many of these institutionalized girls to "go home" rather than to any real concern with studying. The wider possibilities of "place to study at home" may then make the former version more appealing to the high school group.



Item 74

MPCL - "Afraid of close contact with the opposite sex."  
 RPCL - "Afraid to go out with boys."

The revision of item 74 would also appear to offer a wider range of possibilities than the original form and this may explain the increased response of the high school group to the revision. It may also be that the more sexually experienced institutional group would be aware of the dangers of "close contact with the opposite sex" and more confident of the social behaviors involved in going "out with boys" than the less experienced high school group.

The remaining five items showed increased discrimination power in the revised version, although the response patterns of both groups are in the same direction.

TABLE 11c

Content of Discriminating Revised Items

| Item Number | Mooney Problem Check-List Item                | Revised Problem Check-List Item       |
|-------------|-----------------------------------------------|---------------------------------------|
| 88          | Doubting the value of worship ship and prayer | Don't know if it is any use to pray   |
| 119         | Needing to find a part-time job now           | Wanting to find a part-time job       |
| 274         | Grades unfair as measures of ability          | Marks don't tell what I really can do |
| 290         | Not using my leisure time well                | Not using my spare time too well      |
| 68          | Too little chance to read what I like         | Can't read what I want                |



#### Item 68

- MPCL - "Too little chance to read what I want."
- RPCL - "Can't read what I want."

Both groups make less use of the revised version, although the high school group so much less so as to increase the discrimination power of the item. The wording of "can't" compared to "too little chance" suggests both ability and time and both groups may respond better to the original item than the former. The institutional group, however, responds almost as much to the restrictive implications of "can't", which may be understood as indicative of some felt resentment of almost all controls or as indicative of the stricter institutional controls.

For items 88, 119, 274, 290, both groups made increased use of the revised versions (see Table 11c).

#### Item 119

- MPCL - "Needing to find a part-time job now."
- RPCL - "Wanting to find a part-time job."

With the exception of the above item it would appear that this is explainable on the basis of the simplified wording of the revision.

#### Item 88

- MPCL - "Doubting the value of worship and prayer."
- RPCL - "Don't know if it's any use to pray."

#### Item 274

- MPCL - "Grades unfair as measures of ability."
- RPCL - "Marks don't tell what I really can do."



Item 290

MPCL - "Not using my leisure time well."

RPCL - "Not using my spare time too well."

It is interesting to note that 22% of the institutional group mark the revised item 88 while 8% and 14% of them underline items 274 and 290. The high school group, on the other hand, make use of items 88, 274, 290, in 4%, 40%, and 31% of the cases respectively. This would seem to indicate, again, the reality-orientation of the high school group in contrast to the institutional group's somewhat more narcissistic and pleasure-oriented concerns. The substitution of the word "use" for "value" in the revision of item 88 may be particularly appealing to the institutional group, in terms of the felt helplessness of the impulse-laden individual.

Item 119

MPCL - "Needing to find a part-time job now."

RPCL - "Wanting to find a part-time job."

The response pattern on the above item may be based on the reality considerations, in the sense that while both groups may feel some desire for part-time jobs, there may be some realization that to use the word "needing" is perhaps to overstate the urgency of the case. The rather high proportion (51%) of the high school group marking this item seems to point up, once again, the somewhat more reality and independence oriented pre-occupations of this group.



This would be in line with the idea that, for the normal child, adolescence is a period characterized by a "coming to terms" with the demands of reality as represented by the broader society. The dissocial child, often engaged in open conflict with society, having little inner representation of society's demands to make these understood and to prompt relinquishment of immediate pleasure for later reality-oriented reward, suffering retribution for his pursuit of instinctual gratification, may be understandably more concerned with narcissistic gratification. In this sense, perhaps the institutional group can be seen as still battling with the problem of their own needs for primitive gratification, while the high school group may be in the process of working out means of meeting their own basic, but reality-refined, needs within the limits defined by society.

Some consideration can now be given to the 13 items on which the original version discriminated significantly between the two groups, while the revised version did not do so.



TABLE 12

## Content of Non-Discriminating Revised Items

| Item Number | Mooney Problem Check-List Item              | Revised Problem Check-List Item            |
|-------------|---------------------------------------------|--------------------------------------------|
| 283         | Working for most of my own expenses         | Having to pay my own way                   |
| 322         | Just can't get some subjects                | Just can't do some subjects                |
| 48          | Adjusting to a new school                   | Getting used to a new school               |
| 71          | No suitable places to go on dates           | Nowhere to go on a date                    |
| 108         | So often feel restless in classes           | Trouble paying attention in school         |
| 129         | Deciding wheter to go steady                | Wondering if I should go steady            |
| 132         | Being timid or shy                          | Being afraid or shy                        |
| 158         | Not interested in some subjects             | Not interested in some subjects in school  |
| 190         | Having feelings of extreme loneliness       | Being very lonely                          |
| 56          | Frequent headaches                          | Often have headaches                       |
| 63          | Family worried about money                  | Family not having enough money             |
| 67          | Not enjoying many things other people enjoy | Don't like the same things as other people |
| 121         | Nothing interesting to do in my spare time  | Nothing to do in my spare time             |



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On seven of these, the institutional group made more use of the original than the revised version and the high school group showed greater responsiveness to the revised items.

Item 108

MPCL - "So often feel restless in classes."  
RPCL - "Trouble paying attention in school."

Item 190

MPCL - "Having feelings of extreme loneliness."  
RPCL - "Being very lonely."

The simplified wording appears to reduce the degree of the feeling expressed in these items, and the greater responsivity of the institutional group to the original version may be understood in these terms.

Possibly, the better family relationships among the high school group would make the stronger wording of "extreme loneliness" less applicable to their feelings. Similarly one would expect the academically retarded group to display greater responsiveness to the personal dissatisfaction suggested by "feel restless" as compared to the suggestion of concern with academic progress in the wording "trouble paying attention" to which the reality oriented high school group responds.

Item 48

MPCL - "Adjusting to a new school."  
RPCL - "Getting used to a new school."



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The increased response of the high school group to the change of wording from "adjusting" to "getting used to" in this item may similarly reflect their acceptance of the school as a necessary, if not always pleasant aspect of reality and the relative ease with which they can conform to its major demands. The institutional group may be expressing their difficulties in accepting and conforming with their new milieu in choosing the form of the item with the word "adjusting".

Item 158

MPCL - "Not interested in some subjects."

RPCL - "Not interested in some subjects in school."

On this item the atypicality of the institutional group may be seen in their responsiveness to the wider possibilities of the original as compared to the narrowing of possibilities to "subjects in school" on the revision. The high school group, with sufficient freedom from conflict to enable wider interests largely representative of their age group, probably feel boredom most often in school.

Item 71

MPCL - "No suitable places to go on dates."

RPCL - "Nowhere to go on a date."

Similarly, the more unusual experiential background of the institutional group might suggest some familiarity with "unsuitable" places; hence their greater response to the original version of item 71. The less sexually precocious high school group may not consider the "unsuitable" places as within their range of possibilities and would respond more frequently to the item form of having "nowhere to go on a date."



## Item 129

MPCL - "Deciding whether to go steady."

RPCL - "Wondering if I should go steady."

The previously mentioned cleavage between "action" and "thought" in the two groups may have some bearing on the heightened responsivity of the institutional group to the original of this item and of the high school group to the revision.

## Item 132

MPCL - "Being timid or shy."

RPCL - "Being afraid or shy."

Possible reasons for the response patterns on this item are less clear. One might expect the institutional group to respond more to the word "afraid" of the revision rather than responding more, as they do, to the original wording of "timid". Could it be that their somewhat immature reality-orientation their experiences of conflict with society and of the harsher aspects of reality, and their expected lack of conscious guilt feelings make the institutional group less susceptible to fear than to the self-consciousness or social unease suggested by the word "timidity"? Another possible explanation is that the institutional group has some vested interest in maintaining a facade of bravado and thus would not admit to feelings of fearfulness.



Item 283

MPCL - "Working for most of my own expenses."  
RPCL - "Having to pay my own way."

Item 322

MPCL - "Just can't get some subjects."  
RPCL - "Just can't do some subjects."

On these items the greater discrimination power of the original is a result of the larger response of the high school group (17.7% and 39.9% respectively) to the original version of the item. The family ties of this group and consequent possibility of dependency may make the original statement of item 283 more applicable to their situation than the implication of necessity in the words "having to" in their revised form. The suggestion of difficulty in understanding implied by the words "can't get" in the original item 322 would probably make this form more suitable to the high school group than the phrase "can't do", with its implied difficulty in willingness or self-discipline. It would seem reasonable to assume that the somewhat dissocial institutional group may have more difficulty in imposing self-discipline and their greater response to the revision of this item may be understandable in these terms.

On the final four items in which the original version proved superior in discrimination power, both groups responded in the same direction. However, the responses of the high school group so decreased on the revisions of items 63, 67, and 121 and so increased on the revisions of item 56 (see Table 12) as to bring the two groups close together and destroy the discrimination power of the item.



Item 63

- MPCL - "Family worried about money."
- RPCL - "Family not having enough money."

With the histories of family poverty within the institutional group, it is understandable that they would not respond as often to the less necessity-laden suggestion of the wording "enough money" of this item.

Item 121

- MPCL - "Nothing interesting to do in my spare time."
- RPCL - "Nothing to do in my spare time."

The previously mentioned difficulty of the institutional group in investing energy in outside interests may explain their greater response to the original of this item; they may have no difficulty finding things to do, only difficulty in being interested in them.

Item 67

- MPCL - "Not enjoying many things other people enjoy."
- RPCL - "Don't like the same things as other people."

The reasons for the response pattern on this item are less clear. Perhaps the institutional group perceives the totality of the exclusion of shared interests implied in the revised wording as an overstatement of the case.

Item 56

- MPCL - "Frequent headaches."
- RPCL - "Often have headaches."

A similar trend away from the more strongly stated version, this time by the high school group, is seen in this item. Once again, the strength of the expression distinguishes the institutional group.



Briefly considering the value of these revised items in terms of the purpose of the new instrument, it would seem that the latter 13 items could have been more usefully left in their original form. It is true that the institutional group did show increased responsiveness to some of the revised versions. However, it would seem that discrimination power, rather than the number of responses among the institutional group, should be the major criterion.

Mooney (1950) does state that one of his criteria in selecting items for the Mooney Problem Check-List was that an item be sufficiently common to be checked frequently in large groups of students. This criterion would seem to assume paramount importance in considering those items where neither the original nor the revision proved discriminating.

There does remain some question as to whether the fact that an item fails to discriminate between the two groups destroys its value. One would hardly expect that the institutional group would be so entirely atypical or the high school group so completely "normal" as to have no problems in common. Since a major purpose of a check-list is to allow individuals an opportunity to state their problems, a wide range would seem of vital concern. The Revised Problem Check-List having the further purpose of identifying the concerns of a specific group, it would seem necessary, in evaluating specific items for inclusion, to give some recognition to both coverage and discrimination power.



## B. New Items

Of the 65 new items on the Revised Problem Check-List, 45 proved to discriminate significantly between the two groups, thus corroborating hypothesis five. All of the items, with the exception of three (none of which were discriminating) were marked by a higher percentage of the institutional group than the high school group. Since these items were designed for the former group, this direction might have been expected. However, an examination of the content of these items may yield some useful suggestions as to the nature of the institutional group and of the differences between the two groups.

While a detailed consideration of each item would be beyond the scope of the present discussion, some groupings do suggest themselves. It will be noted that several of the discriminating items are concerned with overt behavior, of a kind that is usually considered impulsive or socially unacceptable. Nine of these items involve drinking and/or sexual behavior (see Table 13a) while the remaining six involve various forms of dissocial behavior (see Table 13b).



TABLE 13a

## Content of Discriminating New Items

| Item Number | Item                                           |
|-------------|------------------------------------------------|
| 8           | Getting liquor when I'm not of age.            |
| 18          | Going too far with boys when I drink.          |
| 63          | Taking money for sex.                          |
| 68          | Giving in to boys because everybody else does. |
| 73          | Giving in too easily to boys.                  |
| 113         | Being pregnant.                                |
| 123         | Trying to pick up boys on the street.          |
| 223         | Drinking.                                      |
| 183         | Oversexed.                                     |
| 153         | Afraid I'm an alcoholic.                       |

TABLE 13b

## Content of Discriminating New Items

| Item Number | Item                                   |
|-------------|----------------------------------------|
| 118         | Taking things that don't belong to me. |
| 128         | Wild parties.                          |
| 168         | I'll do anything on a dare.            |
| 188         | I'm a bully and can't help it.         |
| 278         | Getting into trouble with the police.  |
| 318         | Running away.                          |



Considering the social unacceptability of the various behaviors reported in these items, it is not only interesting that the institutional group see these as "problem" behaviors but also that they would report these to others (by marking the item). One might hypothesize that the high school group would be less likely to underline these items not only because there is less incidence of such behavior within that group, but also because their orientation toward social approval might make them more reluctant to record such behavior of themselves.

Does the institutional group, then, not require social approval? It would seem more likely that this group, having been institutionalized for such behaviors, may feel little hope of successfully "hiding" their behavior, from themselves or others. It would appear that the institutional group seems largely impulse-laden, pursuing primitive gratifications in lives characterized by lack of sublimation. Their lack of socially acceptable interests and activities, i.e., sublimation, has been seen in their responses to previous items. In this sense, this group displays the often noted characteristics of the delinquent: inability to delay pleasure, impulsivity, lack of sublimations, lack of socially approved guiding principles for action, overt "unconcern" with social approval and lack of conscious guilt feelings.

Yet it is noticeable that these behaviors are underlined on a Problem Check-List and, as such, are indicated as "problems", whatever this may mean to the individual. Does this suggest



guilt feelings over the behaviors in question? It well may. However, it may also suggest some tacit acceptance of society's judgment of such behavior, e.g., "although I am unable to behave differently, I know that my behavior is considered wrong". One might speculate on the implications for self-image that such a judgment might hold.

Such a self-report might, however, be considered a positive sign for rehabilitation in the sense that it may indicate at least some acceptance or recognition of, if not necessarily identification with, societal standards and judgments.

Item 33

RPCL - "Feeling that I've let people down."

Item 13

RPCL - "Can't make friends with the nice kids."

There is at least some indication of identification with social values in item 33 and further indication of recognition of social rejection in item 13.

Item 118

RPCL - "Taking things that don't belong to me."

Item 278

RPCL - "Getting into trouble with the police."



It will be noticed that only two of these items (118, 278) involve behavior or situations that would be legally classified as "delinquent" although most of these behaviors might be called delinquent or dissocial by the social psychologist.

TABLE 13c  
Content of Discriminating New Items

| Item Number | Item                                       |
|-------------|--------------------------------------------|
| 33          | Feeling that I've let people down.         |
| 53          | Wanting to get away where no one knows me. |
| 58          | Ashamed of so many things about myself.    |
| 98          | Wanting to start my life over again.       |
| 163         | Sometimes feel as though I hate myself.    |
| 203         | Wish I was a boy.                          |
| 213         | Can't forget my past.                      |

Another grouping which might be made for purposes of interpretation is that of those items which appear to have some indication of regret over past behavior and dissatisfaction with self and/or current life situation, (see Table 13c).

Item 203

RPCL - "Wish I was a boy."



While this item may have other obvious interpretations, in the context of the other items and considering the high percentage underlining it (26%), it may be reasonable to interpret this as indicating a desire on the part of the individual to be anything other than the present self.

Item 153

RPCL - "Afraid I'm an alcoholic."

The indications of a fear somewhat unusual for this age group in this item may be a further instance of the self being held in such low esteem that such derogatory self-labels are possible.

Item 58

RPCL - "Ashamed of so many things about myself."

Item 163

RPCL - "Sometimes feel as though I hate myself."

It is of note that both these items directly stating self-derogation are marked by one-third of the institutional group.

Item 33

RPCL - "Feeling that I've let people down."

Item 53

RPCL - "Wanting to get away where no one knows me."

Item 98

RPCL - "Wanting to start my life over again."



With 50% of this group underlining item 33, it is hardly surprising to find over one-third of the group indicating a desire for a new beginning to their life (items 53 and 98). These indications of lowered self-esteem in the institutional group would seem to fit in with Friedenberg's (1959) thesis that the rebellious adolescent eventually comes to accept society's negative judgment of himself. How much more might this prove to be so for the dissocial adolescent!

TABLE 13d

Content of Discriminating New Items

| Item Number | Item                                                 |
|-------------|------------------------------------------------------|
| 13          | Can't make friends with the nice kids.               |
| 33          | Feeling that I've let people down                    |
| 78          | Wishing other people would let me alone.             |
| 133         | Feeling that no one really cares what happens to me. |
| 263         | Feeling that I can't trust people.                   |
| 288         | Wishing people would stop trying to help me.         |
| 23          | Wanting to hurt other people.                        |
| 43          | Sometimes feel like smashing things.                 |
| 103         | Not caring what other people think.                  |
| 188         | I'm a bully and can't help it.                       |



Considering the foregoing, it is hardly startling to find the institutional group responding to those items relating to dissatisfaction with relationships with other people (13, 33, 78, 133, 263, 288) and aggressive urges (23, 43, 103, 188) (see Table 13d).

Item 78

RPCL - "Wishing other people would let me alone."

Item 288

RPCL - "Wishing people would stop trying to help me."

These items are particularly interesting, as they seem to indicate some desire to be free of the "helpfulness" of others. Perhaps, to this group, attempts to "help" them are perceived as further evidence of their present unacceptability and lack of worth.

Item 133

RPCL - "Feeling that no one really cares what happens to me."

Item 263

RPCL - "Feeling that I can't trust people."

The response to these items may be related, as well, insofar as the group's lack of trust in others may lead to suspicion of the motives of the "helpers".

Item 33

RPCL - "Feeling that I've let people down."



Item 103

RPCL - "Not caring what other people think."

It may appear that these items are somewhat contradictory and they may point to different attitudes of different individuals within the group. However, item 103 may be an attempt at a facade of unconcern toward the negative judgements of others.

TABLE 13e

Content of Discriminating New Items

| Item Number | Item                                             |
|-------------|--------------------------------------------------|
| 38          | Member of my family in jail.                     |
| 108         | Ashamed of my father or mother.                  |
| 148         | Not ever seeing my parents.                      |
| 173         | Having to choose between parents and boy friend. |
| 258         | Not being loved by my parents.                   |
| 268         | Can't get along with my father or mother.        |
| 313         | Wondering who my mother (or father) is.          |

Item 23

RPCL - "Wanting to hurt other people."

If the degree of openly expressed aggressive urges toward others is surprising (see item 23 particularly), the response to the items reflecting unsatisfactory or totally lacking family life (see Table 13e) may provide some explanation for this.



The contrast with the high school group is striking when it is noted that less than 9% of the high school group responds to any of the items reflecting disruptive family relations, while the response of the institutional group is as high as 32%. Again one notes the coupling of familial deprivation and uncontrolled behavior that is frequently mentioned in the literature on delinquency.

TABLE 13f

## Content of Discriminating New Items

| Item Number | Item                                               |
|-------------|----------------------------------------------------|
| 233         | Knowing that my friends don't do the right things. |
| 178         | Being in with a bad crowd.                         |
| 128         | Wild parties.                                      |
| 68          | Giving in to boys because everybody else does.     |
| 13          | Can't make friends with the nice kids.             |

## Item 248

RPCL - "Wanting a baby of my own."

## Item 298

RPCL - "Wanting to get married right now."



A further indication of the felt affectional deprivation of the institutional group might be seen in their response to the above items. One final comment on the new items might be made in regard to the items concerned with "bad company" (see Table 13f).

Although the influencing of behavior by "bad" associates is sometimes seen as a precipitating rather than as a causal factor in dissocial behavior, it might be hypothesized (particularly in view of the response to item 13 in this context) that such associations, once formed, set up a vicious cycle toward further dissocial behavior. In view of the material suggesting somewhat deprived backgrounds among the institutional group, it appears that one could interpret their responses to the "family" and "bad company" items as indicating the presence of "sociological delinquents" within this group.

In view of the number of discriminating items and the relatively high response of the institutional group among the new items, it might be reasonably argued that these items are of considerable value in tailoring an instrument for the institutional group. A further indication of the differences between the two groups and of the suitability of the items for the institutional group only will be seen in the fact that on 13 of the discriminating new items there was not a single response from within the high school group.

With regard to the non-discriminating items, Mooney's criterion of choosing some items on the basis that they be ". . . serious enough to be important in individual cases" may have to be used. While Jones (1953) criticizes this approach, it would appear that



in an instrument designed for counselling purposes, there may be real value in including an item such as 293 even if, as in this case, only one person finds it applicable. Also, among those items in which the differences were not sufficiently large to yield significance with this number of subjects, further study with larger groups might show some to be discriminating.

It would appear that it is on the new items that the differences between the two groups show up most markedly. On this basis alone, it would seem that there is some justification for evaluating the institutional group as somewhat different from a normal group. It would seem that analysis of the items marked gets at the differences between the groups where an overall quantitative measurement fails to show these. Evaluation of the Revised Problem Check-List in these terms suggests that this instrument does have some advantages over the Mooney Problem Check-List.

However, further work on the former instrument would be necessary before any conclusive results could be reached, particularly among the revised items, discarding or revising as seems necessary. Reliability, validity, and cross-sampling studies would seem of vital importance and might be given as suggestions for further research. It might be of particular interest to administer the Revised Problem Check-List to other dissocial groups, such as institutionalized legal delinquents, on the expectation that the differences tapped might hold consistent for dissocial adolescents in general.



## Item 68

RPCL - "Giving in to boys because everybody else does."

By re-wording certain items (for example item 68) the instrument might also be tried with adolescent boys. For the present, all that can be said is that, in terms of the results of an item analysis, the Revised Problem Check-List seems, in some ways, to be more suitable than the Mooney Problem Check-List for the girls in the Good Shepherd Convent.

C. Retained Items

Before concluding, some further examination of the differences between the two groups might be made by looking at those items on the Revised Problem Check-List retained from the Mooney Problem Check-List which seem to be "characteristic" of each group, using the criterion that they be underlined by at least 50% of the relevant group on both tests.

## Item 26

MPCL, RPCL - "Losing my temper."

## Item 30

MPCL, RPCL - "Worrying"

## Item 140

MPCL, RPCL - "Sometimes wishing I'd never been born."

For the institutional group, these items are characteristic in this sense (see Table 10).



## Item 50

MPCL, RPCL - "Not spending enough time in study."

The one item similarly characteristic of the high school group is the above (see Table 10).

The difference in the content of these items on which there appears to be a relatively high degree of consensus within each group is striking. It would seem that the items characterising the institutional group are all concerned with negative feelings of self-judgement, perhaps reflecting the largely narcissistic orientation of this group.

## Item 26

MPCL, RPCL - "Losing my temper."

It seems predictable that a reasonable proportion of all adolescents would respond to this item (note that one third of the high school group responds to this item) considering the normal rebellion characteristic of adolescents. However, a significantly greater proportion of the institutional group responds to this item, suggesting rebelliousness and difficulties with self-control beyond normal boundaries.

## Item 30

MPCL, RPCL - "Worrying."

A similar picture is presented by the responses to this item. Considering adolescence as a time of particular stress, it is notable only that the institutional group seems to be either subjected to greater strain by their environments or to be more



sensitive to stress than the high school group. In view of the disruptive, deprived backgrounds within the institutional group and the conflict with society engendered by their poor behavioral controls, it could be that the institutional group have more cause for worry than the high school group.

Item 140

MPCL, RPCL - "Sometimes wishing I'd never been born."

This item presents a somewhat different pattern, being responded to by a relatively small percentage of the high school group. This item, with its suggestion of bitter unhappiness with the present situation and hopelessness as to possibility of change seems a somewhat sorry commentary on the state of mind of the institutional group. The possible elements of self-pity or self-dramatization in the item may have some bearing on the fact that even a rather small proportion of the high school group respond to it.

Item 50

MPCL, RPCL - "Not spending enough time in study."

A rather striking contrast to these somewhat negative narcissistic concerns of the institutional group is seen by examining the content of the item characteristic of the high school group (item 50). The fact that the high school group reaches some consensus on an item relating to academic achievement seems indicative of the reality orientation and acceptance of societal values (of which education is a highly esteemed one) characteristic of this group.



Regardless of variations in individual problems within the high school group, it would seem that they are relatively united in concern for success in school. The institutional group, although a relatively large proportion include academic success among their other concerns, reach this degree of concensus over problems quite different in nature. In this light, it would seem reasonable to assume that actual differences do exist between the two groups.

In conclusion, perhaps the most fitting comment on the inferences drawn from the results would be to refer to Jones' (1950) statement:

" . . . the interpretation of group differences is by no means simple, but the availability of data would at least assist in forming hypotheses."

(Italics ours).



## CHAPTER VI

## SUMMARY AND CONCLUSIONS

This study emerged out of an attempt to adapt the Mooney Problem Check-List to meet the needs of a group of institutionalized adolescent girls. It was hypothesized that this deprived, experientially atypical group would respond to the simplified wording and more relevant content of the Revised Problem Check-List by underlining more items on it than on the Mooney Problem Check-List. Normal adolescent girls from a regular high school class were expected to do the reverse.

The institutionalized girls were expected to underline a greater total number of problems than the high school girls, on the expectancy that a group which had been institutionalized because of behaviour problems would indicate more problems than a normal group. It was further hypothesized that an item analysis would show certain items to discriminate between the two groups, particularly with regard to the revised and new items on the Revised Problem Check-List, with the institutional group responding more to the latter.

The results indicated that the institutional group marked a greater total number of problems, the difference being statistically significant. It was concluded from this that any differences in problems between the two groups would be quantitative as well as qualitative. The hypothesis relating to the institutional group responding more to the Revised Problem Check-List was rejected;



the hypothesis that the high school group would respond to more items on the Mooney Problem Check-List was accepted. Thus overall quantitative evaluation seemed to suggest no increased suitability of the revised instrument for the institutional group.

However, an item analysis did show many discriminating items. Of the 65 new items, 45 proved to be discriminating. In every case, a greater percentage of the institutionalized than of the high school group marked these items. Several revised items proved discriminating where the original form of the item had not been discriminating. Some of these items proved the reverse.

The nature of the discriminating items marked most heavily by the respective groups suggested definite differences in the nature of their problems. The institutional group indicated problems of anti-social behaviour, family difficulties, and feelings of low self-esteem and depression in far greater degree than the normal subjects. This meets the expectancy that a behaviour problem group would indicate more problems of an intensely conflicting and personal nature than would a normal group. The high school group characteristically indicated "socially desirable" problems, directed more toward the social and educational areas.

The major conclusions of this study are that the institutionalized adolescent girls do differ from normal adolescent girls in the nature of their self-perceived and self-reported problems and that the instrument adapted for the institutional group does appear to be, in many respects, more suitable for them.



## CHAPTER VII

### RECOMMENDATIONS

1. This study has drawn the institutionalized group from only one institution. Sampling from other institutions would increase the probability that the conclusions would have some broad significance.
2. In any further study using various institutionalized groups, it would be particularly useful to compare the responses of legal delinquents in "reform schools" with those of adolescents in institutions for behaviour problems.
3. The institutionalized subjects in this study appear to fall into three groups; those from the deprived family which is tolerant of anti-social behaviour, those with backgrounds of institutional and/or numerous foster home placements, and those from families to whom their behaviour is unacceptable. If further study is contemplated, it would seem desirable to give separate consideration to these three groups.
4. In order to make any complete evaluation of the revised instrument, reliability and validity studies would have to be undertaken. Also, norms would be useful, particularly if local norms could be gathered for both institutionalized and normal groups. A complete item analysis and further



adaptation of the revised instrument in terms of the results would be required. The availability of normative data on various institutional groups would assist in the refinement and broadening of the instrument.

5. Study of response styles and the "social desirability" of items has not been within the scope of the present study. Further research would require investigation of these areas, in view of the apparent influence of "social desirability" upon the responses of the groups.
6. A study investigating the subjects' comprehension of individual items and reasons for responding to individual items would be most useful in identifying stimulus and response ambiguity in the check-list technique. The reduction of such ambiguity and knowledge of the probable meaning of an item to most subjects (both behaviour problem adolescents and normals) would be essential to the development of an improved instrument. The development of more sensitive instruments via which the antisocial adolescent can communicate his problems would be of considerable value in the understanding and treatment of these children. There does appear to be a general need for the development of more sensitive and appropriate instruments of various kinds than those presently available for the anti-social adolescent.



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APPENDIX 1.

MOONEY PROBLEM CHECK-LIST



1950  
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY  
Bureau of Educational Research  
Ohio State University



|       |     |
|-------|-----|
| Cir.  | Tot |
| HPD   |     |
|       |     |
| FLE   |     |
|       |     |
| SRA   |     |
|       |     |
| CSM   |     |
|       |     |
| SPR   |     |
|       |     |
| PPR   |     |
|       |     |
| MR    |     |
|       |     |
| HF    |     |
|       |     |
| FVE   |     |
|       |     |
| ASW   |     |
|       |     |
| CTP   |     |
|       |     |
| Total |     |

Age.....Date of birth.....Boy.....Girl.....

Your class, or the number  
of your grade in school.....

Name of school.....

Name of the person to whom  
you are to turn in this paper.....

Your name or other identification,  
if desired.....

Date.....

DIRECTIONS

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

*First Step:* Read through the list slowly, and when you come to a problem which suggests something which is troubling you, *underline* it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

*Second Step:* When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems by *making a circle* around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, " 1. Being underweight."

*Third Step:* When you have completed the second step, answer the summarizing questions on pages 5 and 6.

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

- |                                                     |                                                      |                                                     |                                                   |
|-----------------------------------------------------|------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|
| 111. Not as strong and healthy as I should be       | 166. Poor complexion or skin trouble                 | 221. Trouble with my hearing                        | 276. Poor teeth                                   |
| 112. Not getting enough outdoor air and sunshine    | 167. Poor posture                                    | 222. Speech handicap (stuttering, etc.)             | 277. Nose or sinus trouble                        |
| 113. Not getting enough sleep                       | 168. Too short                                       | 223. Allergies (hay fever, asthma, hives, etc.)     | 278. Smoking                                      |
| 114. Frequent colds                                 | 169. Too tall                                        | 224. Glandular disorders (thyroid, lymph, etc.)     | 279. Trouble with my feet                         |
| 115. Frequent sore throat                           | 170. Not very attractive physically                  | 225. Menstrual or female disorders                  | 280. Bothered by a physical handicap              |
| 116. Wanting to earn some of my own money           | 171. Living too far from school                      | 226. Parents working too hard                       | 281. Borrowing money                              |
| 117. Wanting to buy more of my own things           | 172. Relatives living with us                        | 227. Not having certain conveniences at home        | 282. Working too much outside of school hours     |
| 118. Needing money for education after high school  | 173. Not having a room of my own                     | 228. Not liking the people in my neighborhood       | 283. Working for most of my own expenses          |
| 119. Needing to find a part-time job now            | 174. Having no place to entertain friends            | 229. Wanting to live in a different neighborhood    | 284. Getting low pay for my work                  |
| 120. Needing a job during vacations                 | 175. Having no car in the family                     | 230. Ashamed of the home we live in                 | 285. Disliking my present job                     |
| 121. Nothing interesting to do in my spare time     | 176. Not being allowed to use the family car         | 231. Wanting to learn how to dance                  | 286. Too little chance to do what I want to do    |
| 122. Too little chance to go to shows               | 177. Not allowed to go around with the people I like | 232. Wanting to learn how to entertain              | 287. Too little chance to get into sports         |
| 123. Too little chance to enjoy radio or television | 178. So often not allowed to go out at night         | 233. Wanting to improve myself culturally           | 288. No good place for sports around home         |
| 124. Too little chance to pursue a hobby            | 179. In too few student activities                   | 234. Wanting to improve my appearance               | 289. Lacking skill in sports and games            |
| 125. Nothing interesting to do in vacation          | 180. Too little social life                          | 235. Too careless with my clothes and belongings    | 290. Not using my leisure time well               |
| 126. Disappointed in a love affair                  | 181. Being in love                                   | 236. Going with someone my family won't accept      | 291. Thinking too much about sex matters          |
| 127. Girl friend                                    | 182. Loving someone who doesn't love me              | 237. Afraid of losing the one I love                | 292. Concerned over proper sex behavior           |
| 128. Boy friend                                     | 183. Deciding whether I'm in love                    | 238. Breaking up a love affair                      | 293. Finding it hard to control sex urges         |
| 129. Deciding whether to go steady                  | 184. Deciding whether to become engaged              | 239. Wondering how far to go with the opposite sex  | 294. Worried about sex diseases                   |
| 130. Wondering if I'll find a suitable mate         | 185. Needing advice about marriage                   | 240. Wondering if I'll ever get married             | 295. Needing information about sex matters        |
| 131. Slow in making friends                         | 186. Being criticized by others                      | 241. Wanting to be more popular                     | 296. Being too envious or jealous                 |
| 132. Being timid or shy                             | 187. Being called "high-hat" or "stuck-up"           | 242. Disliking someone                              | 297. Speaking or acting without thinking          |
| 133. Feelings too easily hurt                       | 188. Being watched by other people                   | 243. Being disliked by someone                      | 298. Feeling that nobody understands me           |
| 134. Getting embarrassed too easily                 | 189. Being left out of things                        | 244. Avoiding someone I don't like                  | 299. Finding it hard to talk about my troubles    |
| 135. Feeling inferior                               | 190. Having feelings of extreme loneliness           | 245. Sometimes acting childish or immature          | 300. No one to tell my troubles to                |
| 136. Moodiness, "having the blues"                  | 191. Afraid to be left alone                         | 246. Being stubborn or obstinate                    | 301. Too many personal problems                   |
| 137. Trouble making up my mind about things         | 192. Too easily moved to tears                       | 247. Tending to exaggerate too much                 | 302. Having memories of an unhappy childhood      |
| 138. Afraid of making mistakes                      | 193. Failing in so many things I try to do           | 248. Having bad luck                                | 303. Bothered by bad dreams                       |
| 139. Too easily discouraged                         | 194. Can't see the value of most things I do         | 249. Not having any fun                             | 304. Sometimes bothered by thoughts of insanity   |
| 140. Sometimes wishing I'd never been born          | 195. Unhappy too much of the time                    | 250. Lacking self-confidence                        | 305. Thoughts of suicide                          |
| 141. Wondering how to tell right from wrong         | 196. Can't forget some mistakes I've made            | 251. Sometimes lying without meaning to             | 306. Sometimes not being as honest as I should be |
| 142. Confused on some moral questions               | 197. Bothered by ideas of heaven and hell            | 252. Swearing, dirty stories                        | 307. Getting into trouble                         |
| 143. Parents old-fashioned in their ideas           | 198. Afraid God is going to punish me                | 253. Having a certain bad habit                     | 308. Giving in to temptations                     |
| 144. Wanting to understand more about the Bible     | 199. Troubled by the bad things other kids do        | 254. Being unable to break a bad habit              | 309. Having a troubled or guilty conscience       |
| 145. Wondering what becomes of people when they die | 200. Being tempted to cheat in classes               | 255. Lacking self-control                           | 310. Being punished for something I didn't do     |
| 146. Being criticized by my parents                 | 201. Being an only child                             | 256. Clash of opinions between me and my parents    | 311. Friends not welcomed at home                 |
| 147. Parents favoring a brother or sister           | 202. Not getting along with a brother or sister      | 257. Talking back to my parents                     | 312. Family quarrels                              |
| 148. Mother                                         | 203. Parents making too many decisions for me        | 258. Parents expecting too much of me               | 313. Unable to discuss certain problems at home   |
| 149. Father                                         | 204. Parents not trusting me                         | 259. Wanting love and affection                     | 314. Wanting to leave home                        |
| 150. Death in the family                            | 205. Wanting more freedom at home                    | 260. Wishing I had a different family background    | 315. Not telling parents everything               |
| 151. Choosing best subjects to take next term       | 206. Deciding whether or not to go to college        | 261. Lacking training for a job                     | 316. Not knowing what I really want               |
| 152. Choosing best subjects to prepare for college  | 207. Needing to know more about colleges             | 262. Lacking work experience                        | 317. Needing to plan ahead for the future         |
| 153. Choosing best subjects to prepare for a job    | 208. Needing to decide on a particular college       | 263. Afraid of unemployment after graduation        | 318. Family opposing some of my plans             |
| 154. Getting needed training for a given occupation | 209. Afraid I won't be admitted to a college         | 264. Doubting ability to handle a good job          | 319. Afraid of the future                         |
| 155. Wanting to learn a trade                       | 210. Afraid I'll never be able to go to college      | 265. Don't know how to look for a job               | 320. Concerned about military service             |
| 156. Not getting studies done on time               | 211. Trouble with mathematics                        | 266. Don't like to study                            | 321. Getting low grades                           |
| 157. Not liking school                              | 212. Weak in writing                                 | 267. Poor memory                                    | 322. Just can't get some subjects                 |
| 158. Not interested in some subjects                | 213. Weak in spelling or grammar                     | 268. Slow in reading                                | 323. Not smart enough                             |
| 159. Can't keep my mind on my studies               | 214. Trouble in outlining or note taking             | 269. Worrying about grades                          | 324. Afraid of failing in school work             |
| 160. Don't know how to study effectively            | 215. Trouble in organizing papers and reports        | 270. Worrying about examinations                    | 325. Wanting to quit school                       |
| 161. Not enough good books in the library           | 216. Classes too dull                                | 271. Teachers not considerate of students' feelings | 326. School activities poorly organized           |
| 162. Too much work required in some subjects        | 217. Teachers lacking personality                    | 272. Teachers not practicing what they preach       | 327. Students not given enough responsibility     |
| 163. Not allowed to take some subjects I want       | 218. Teachers lacking interest in students           | 273. Too many poor teachers                         | 328. Not enough school spirit                     |
| 164. Not getting along with a teacher               | 219. Teachers not friendly to students               | 274. Grades unfair as measures of ability           | 329. Lunch hour too short                         |
| 165. School is too strict                           | 220. Not getting personal help from the teachers     | 275. Unfair tests                                   | 330. Poor assemblies                              |

| Cir. | Tot.        |
|------|-------------|
|      | HPD         |
|      |             |
|      | FLE         |
|      |             |
|      | SRA         |
|      |             |
|      | CSM         |
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|      | SPR         |
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|      | PPR         |
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|      | MR          |
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|      | HF          |
|      |             |
|      | FVE         |
|      |             |
|      | ASW         |
|      |             |
|      | CTP         |
|      |             |
|      | TOTAL . . . |

**Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.**

**Third Step: Pages 5 and 6**

3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? .....Yes. ....No. Please explain how you feel on this question.

4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? .....Yes. ....No. If so, do you have any particular person(s) in mind with whom you would like to talk? .....Yes. ....No.

## APPENDIX 2

## REVISED PROBLEM CHECK-LIST



PROBLEM CHECK LIST

Cir. Tot.  
HPD

Age.....Date of birth .....  
Your class, or the number  
of your grade in school .....  
Name of school .....  
Name of the person to whom  
you are to turn in this paper .....  
Your name or other identification,  
if desired .....  
Date .....

FLE

SRA

CSM

SPR

PPR

MR

HF

FVE

ASW

CTP

DIRECTIONS

This is not a test. It is list of problems which are often troubling students of your age -- problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are troubling you most. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "1 Being underweight."

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

Total ..

|      |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|------|
| 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |
| 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   |
| 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   |
| 28   | 29   | 30   | 31   | 32   | 33   | 34   | 35   | 36   |
| 37   | 38   | 39   | 40   | 41   | 42   | 43   | 44   | 45   |
| 46   | 47   | 48   | 49   | 50   | 51   | 52   | 53   | 54   |
| 55   | 56   | 57   | 58   | 59   | 60   | 61   | 62   | 63   |
| 64   | 65   | 66   | 67   | 68   | 69   | 70   | 71   | 72   |
| 73   | 74   | 75   | 76   | 77   | 78   | 79   | 80   | 81   |
| 82   | 83   | 84   | 85   | 86   | 87   | 88   | 89   | 90   |
| 91   | 92   | 93   | 94   | 95   | 96   | 97   | 98   | 99   |
| 100  | 101  | 102  | 103  | 104  | 105  | 106  | 107  | 108  |
| 109  | 110  | 111  | 112  | 113  | 114  | 115  | 116  | 117  |
| 118  | 119  | 120  | 121  | 122  | 123  | 124  | 125  | 126  |
| 127  | 128  | 129  | 130  | 131  | 132  | 133  | 134  | 135  |
| 136  | 137  | 138  | 139  | 140  | 141  | 142  | 143  | 144  |
| 145  | 146  | 147  | 148  | 149  | 150  | 151  | 152  | 153  |
| 154  | 155  | 156  | 157  | 158  | 159  | 160  | 161  | 162  |
| 163  | 164  | 165  | 166  | 167  | 168  | 169  | 170  | 171  |
| 172  | 173  | 174  | 175  | 176  | 177  | 178  | 179  | 180  |
| 181  | 182  | 183  | 184  | 185  | 186  | 187  | 188  | 189  |
| 190  | 191  | 192  | 193  | 194  | 195  | 196  | 197  | 198  |
| 199  | 200  | 201  | 202  | 203  | 204  | 205  | 206  | 207  |
| 208  | 209  | 210  | 211  | 212  | 213  | 214  | 215  | 216  |
| 217  | 218  | 219  | 220  | 221  | 222  | 223  | 224  | 225  |
| 226  | 227  | 228  | 229  | 230  | 231  | 232  | 233  | 234  |
| 235  | 236  | 237  | 238  | 239  | 240  | 241  | 242  | 243  |
| 244  | 245  | 246  | 247  | 248  | 249  | 250  | 251  | 252  |
| 253  | 254  | 255  | 256  | 257  | 258  | 259  | 260  | 261  |
| 262  | 263  | 264  | 265  | 266  | 267  | 268  | 269  | 270  |
| 271  | 272  | 273  | 274  | 275  | 276  | 277  | 278  | 279  |
| 280  | 281  | 282  | 283  | 284  | 285  | 286  | 287  | 288  |
| 289  | 290  | 291  | 292  | 293  | 294  | 295  | 296  | 297  |
| 298  | 299  | 300  | 301  | 302  | 303  | 304  | 305  | 306  |
| 307  | 308  | 309  | 310  | 311  | 312  | 313  | 314  | 315  |
| 316  | 317  | 318  | 319  | 320  | 321  | 322  | 323  | 324  |
| 325  | 326  | 327  | 328  | 329  | 330  | 331  | 332  | 333  |
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| 343  | 344  | 345  | 346  | 347  | 348  | 349  | 350  | 351  |
| 352  | 353  | 354  | 355  | 356  | 357  | 358  | 359  | 360  |
| 361  | 362  | 363  | 364  | 365  | 366  | 367  | 368  | 369  |
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| 379  | 380  | 381  | 382  | 383  | 384  | 385  | 386  | 387  |
| 388  | 389  | 390  | 391  | 392  | 393  | 394  | 395  | 396  |
| 397  | 398  | 399  | 400  | 401  | 402  | 403  | 404  | 405  |
| 406  | 407  | 408  | 409  | 410  | 411  | 412  | 413  | 414  |
| 415  | 416  | 417  | 418  | 419  | 420  | 421  | 422  | 423  |
| 424  | 425  | 426  | 427  | 428  | 429  | 430  | 431  | 432  |
| 433  | 434  | 435  | 436  | 437  | 438  | 439  | 440  | 441  |
| 442  | 443  | 444  | 445  | 446  | 447  | 448  | 449  | 450  |
| 451  | 452  | 453  | 454  | 455  | 456  | 457  | 458  | 459  |
| 460  | 461  | 462  | 463  | 464  | 465  | 466  | 467  | 468  |
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| 478  | 479  | 480  | 481  | 482  | 483  | 484  | 485  | 486  |
| 487  | 488  | 489  | 490  | 491  | 492  | 493  | 494  | 495  |
| 496  | 497  | 498  | 499  | 500  | 501  | 502  | 503  | 504  |
| 505  | 506  | 507  | 508  | 509  | 510  | 511  | 512  | 513  |
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| 523  | 524  | 525  | 526  | 527  | 528  | 529  | 530  | 531  |
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| 550  | 551  | 552  | 553  | 554  | 555  | 556  | 557  | 558  |
| 559  | 560  | 561  | 562  | 563  | 564  | 565  | 566  | 567  |
| 568  | 569  | 570  | 571  | 572  | 573  | 574  | 575  | 576  |
| 577  | 578  | 579  | 580  | 581  | 582  | 583  | 584  | 585  |
| 586  | 587  | 588  | 589  | 590  | 591  | 592  | 593  | 594  |
| 595  | 596  | 597  | 598  | 599  | 600  | 601  | 602  | 603  |
| 604  | 605  | 606  | 607  | 608  | 609  | 610  | 611  | 612  |
| 613  | 614  | 615  | 616  | 617  | 618  | 619  | 620  | 621  |
| 622  | 623  | 624  | 625  | 626  | 627  | 628  | 629  | 630  |
| 631  | 632  | 633  | 634  | 635  | 636  | 637  | 638  | 639  |
| 640  | 641  | 642  | 643  | 644  | 645  | 646  | 647  | 648  |
| 649  | 650  | 651  | 652  | 653  | 654  | 655  | 656  | 657  |
| 658  | 659  | 660  | 661  | 662  | 663  | 664  | 665  | 666  |
| 667  | 668  | 669  | 670  | 671  | 672  | 673  | 674  | 675  |
| 676  | 677  | 678  | 679  | 680  | 681  | 682  | 683  | 684  |
| 685  | 686  | 687  | 688  | 689  | 690  | 691  | 692  | 693  |
| 694  | 695  | 696  | 697  | 698  | 699  | 700  | 701  | 702  |
| 703  | 704  | 705  | 706  | 707  | 708  | 709  | 710  | 711  |
| 712  | 713  | 714  | 715  | 716  | 717  | 718  | 719  | 720  |
| 721  | 722  | 723  | 724  | 725  | 726  | 727  | 728  | 729  |
| 730  | 731  | 732  | 733  | 734  | 735  | 736  | 737  | 738  |
| 739  | 740  | 741  | 742  | 743  | 744  | 745  | 746  | 747  |
| 748  | 749  | 750  | 751  | 752  | 753  | 754  | 755  | 756  |
| 757  | 758  | 759  | 760  | 761  | 762  | 763  | 764  | 765  |
| 766  | 767  | 768  | 769  | 770  | 771  | 772  | 773  | 774  |
| 775  | 776  | 777  | 778  | 779  | 780  | 781  | 782  | 783  |
| 784  | 785  | 786  | 787  | 788  | 789  | 790  | 791  | 792  |
| 793  | 794  | 795  | 796  | 797  | 798  | 799  | 800  | 801  |
| 802  | 803  | 804  | 805  | 806  | 807  | 808  | 809  | 810  |
| 811  | 812  | 813  | 814  | 815  | 816  | 817  | 818  | 819  |
| 820  | 821  | 822  | 823  | 824  | 825  | 826  | 827  | 828  |
| 829  | 830  | 831  | 832  | 833  | 834  | 835  | 836  | 837  |
| 838  | 839  | 840  | 841  | 842  | 843  | 844  | 845  | 846  |
| 847  | 848  | 849  | 850  | 851  | 852  | 853  | 854  | 855  |
| 856  | 857  | 858  | 859  | 860  | 861  | 862  | 863  | 864  |
| 865  | 866  | 867  | 868  | 869  | 870  | 871  | 872  | 873  |
| 874  | 875  | 876  | 877  | 878  | 879  | 880  | 881  | 882  |
| 883  | 884  | 885  | 886  | 887  | 888  | 889  | 890  | 891  |
| 892  | 893  | 894  | 895  | 896  | 897  | 898  | 899  | 900  |
| 901  | 902  | 903  | 904  | 905  | 906  | 907  | 908  | 909  |
| 910  | 911  | 912  | 913  | 914  | 915  | 916  | 917  | 918  |
| 919  | 920  | 921  | 922  | 923  | 924  | 925  | 926  | 927  |
| 928  | 929  | 930  | 931  | 932  | 933  | 934  | 935  | 936  |
| 937  | 938  | 939  | 940  | 941  | 942  | 943  | 944  | 945  |
| 946  | 947  | 948  | 949  | 950  | 951  | 952  | 953  | 954  |
| 955  | 956  | 957  | 958  | 959  | 960  | 961  | 962  | 963  |
| 964  | 965  | 966  | 967  | 968  | 969  | 970  | 971  | 972  |
| 973  | 974  | 975  | 976  | 977  | 978  | 979  | 980  | 981  |
| 982  | 983  | 984  | 985  | 986  | 987  | 988  | 989  | 990  |
| 991  | 992  | 993  | 994  | 995  | 996  | 997  | 998  | 999  |
| 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 |
| 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 |
| 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 |
| 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 |
| 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 |
| 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 |
| 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 |
| 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 |
| 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 |
| 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 |
| 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 |
| 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 |
| 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 |
| 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 |
| 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 |
| 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 |
| 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 |
| 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 |
| 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 |
| 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 |
| 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 |
| 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 |
| 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 |
| 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 |
| 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 |
| 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 |
| 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 |
| 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 |
| 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 |
| 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 |
| 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 |
| 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 |
| 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 |
| 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 |
| 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 |
| 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 |
| 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 |
| 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 |
| 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 |
| 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 |
| 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 |
| 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 |
| 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 |
| 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 |
| 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 |
| 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 |
| 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 14   |      |

1. Being underweight.
2. Being overweight.
3. Hate being corrected.
4. Getting sick too often.
5. Being tired all the time.
6. Can't save money.
7. Don't know how to spend my money wisely.
8. Getting liquor when I'm not of age.
9. Not having enough money.
10. Having no allowance.
11. Finding it hard to get to know people.
12. Don't like meeting new people.
13. Can't make friends with the nice kids.
14. Can't think of things to say in a group of people.
15. Don't know what the right manners are.
16. Never being asked out on a date.
17. Not knowing how to act with boys.
18. Going too far with boys when I drink.
19. Not being liked by boys.
20. Not being allowed to have dates.
21. Getting into fights.
22. Hurting people's feelings.
23. Wanting to hurt other people.
24. Being made fun of.
25. Being "different".
26. Losing my temper.
27. A lot of things bother me more than they should.
28. Feeling that life has given me a raw deal.
29. Getting excited too easily.
30. Worrying.
31. Not going to church often enough.
32. Not being the kind of person I want to be.
33. Feeling that I've let people down.
34. Don't know if it's any use to pray.
35. Not knowing what I believe.
36. Worried about a member of the family.
37. Sickness in the family.
38. Member of my family in jail.
39. Parents not understanding me.
40. Being treated like a baby at home.
41. Being talked about.
42. Being nervous.
43. Sometimes feel like smashing things.
44. Fuzzled about the meaning of God.
45. Parents giving up too much for me.
46. Missing too many days of school.
47. Being a year or more behind in school.
48. Feeling left out.
49. Taking the wrong subjects.
50. Not studying hard enough.
51. Not having a good place to study.
52. Getting used to a new school.
53. Wanting to get away where no one knows me.
54. Can't take the subjects I want.
55. Made to take subjects I don't like.

56. Often have headaches.
57. Poor eyes.
58. Ashamed of so many things about myself.
59. Often not hungry for my meals.
60. Gradually losing weight.
61. Not enough nice clothes.
62. Family not having enough money.
63. Taking money for sex.
64. Having to quit school to work.
65. Not enough time for fun.
66. Not knowing how to act in a group of people.
67. Don't like the same things as the other people.
68. Giving in to boys because everybody else does.
69. Can't read what I want.
70. Can't get outdoors enough.
71. No where to go on a date.
72. Disappointed in a love affair.
73. Giving in too easily to boys.
74. Afraid to go out with boys.
75. Afraid to talk about sex.
76. Wanting a nice personality.
77. Not knowing how to act on a date.
78. Wishing other people would leave me alone.
79. Too easily led.
80. Can't decide anything.
81. Daydreaming.
82. Being careless.
83. Feeling that it's no use trying to change.
84. Being lazy.
85. Some things don't bother me as much as they should.
86. Having to go to church.
87. Don't know how to make other people like me.
88. Not knowing what's wrong with me.
89. Wanting to feel close to God.
90. Forgetting things.
91. Not living with my parents.
92. Parents separated or divorced.
93. Member of my family in a mental institution.
94. Not having any fun with mother or dad.
95. Feeling I don't really have a home.
96. Can't do the kind of work I want to do.
97. Want to know what kind of jobs there are.
98. Wanting to start my life over again.
99. Want to quit school and work.
100. Want to be on my own.
101. Don't like reading.
102. When I talk, people don't know what I mean.
103. Not caring what other people think.
104. Not knowing what to do after I finish school.
105. Afraid to speak up in class.
106. Not knowing what kind of work I'd be good at.
107. Exaggerating too much.
108. Ashamed of my father or mother.
109. Too little freedom in class.
110. Trouble paying attention in school.



111. Not healthy enough.
112. Not getting enough sleep.
113. Being pregnant.
114. Not getting enough exercise.
115. Often have colds.
116. Too little chance to enjoy radio or television.
117. Wanting to buy more of my own things.
118. Taking things that don't belong to me.
119. Wanting to find a part-time job.
120. Wanting more time to myself.
121. Nothing to do in my spare time.
122. Too little chance to go to shows.
123. Trying to pick up boys on the street.
124. Not enough chance to do my hobby.
125. No place to go on holidays.
126. Girl friend.
127. Boy friend.
128. Wild parties.
129. Wondering if I should go steady.
130. Wondering if I'll be able to find a nice fellow to marry.
131. Finding it hard to make real friends.
132. Being afraid or shy.
133. Feeling that no one really cares what happens to me.
134. Getting embarrassed too easily.
135. Feeling that I'm not as good as the other people.
136. Getting into bad moods.
137. Trouble making up my mind about things.
138. Being mad or cranky.
139. Often feeling that it's no use trying.
140. Sometimes wishing I'd never been born.
141. Not knowing what is right.
142. Grown-ups old-fashioned in their ideas.
143. Feel I'm being picked on.
144. Wanting to know more about the Bible.
145. Wondering what becomes of people when they die.
146. Being criticized by my parents.
147. Parents favoring a brother or sister.
148. Not ever seeing my parents.
149. Mother.
150. Father.
151. Death in the family.
152. Feelings too easily hurt.
153. Afraid I'm an alcoholic.
154. Afraid of making mistakes.
155. Not interested in some subjects in school.
156. Not getting studies done on time.
157. Hate school.
158. Can't stand not getting my own way.
159. Can't keep my mind on my schoolwork.
160. Don't know how to study.
161. Not enough good books in the library.
162. Too much homework.
163. Sometimes feel as though I hate myself.
164. Not getting along with a teacher.
165. School is too strict.
166. Poor complexion or skin trouble.
167. Too short.
168. I'll do anything on a dare.
169. Too tall.
170. Not very good looking.
171. Not having a room of my own.
172. Having no place to bring my friends.
173. Having to choose between parents & boyfriend.
174. Having no car in the family.
175. Not liking the people in my neighborhood.
176. Not allowed to go around with the people I like.
177. So often not allowed to go out at night.
178. Being in with a bad crowd.
179. Not asked to join in student activities.
180. Never get to go out and have fun.
181. Being in love.
182. Loving someone who doesn't love me.
183. Oversexed.
184. Deciding whether to become engaged.
185. Needing advice about marriage.
186. Being criticized by others.
187. Being called "conceited" or "stuck-up".
188. I'm a bully and can't help it.
189. Being left out of things.
190. Being very lonely.
191. Afraid to be left alone.
192. Crying too easily.
193. Too much to cry about.
194. Can't see the use of most things I do.
195. Unhappy too much of the time.
196. Can't forget some mistakes I've made.
197. Bothered by ideas of heaven and hell.
198. Sometimes daydream about getting back at the people who have hurt me.
199. Bothered by the bad things the other kids do.
200. Cheating in school.
201. Being an only child.
202. Not getting along with a brother or sister.
203. Wish I was a boy.
204. People not trusting me.
205. Don't know how to make dates.
206. Deciding whether I'm in love.
207. Being watched by other people.
208. I like to be mean.
209. Failing in so many things I try to do.
210. Afraid God is going to punish me.
211. People never letting me make up my own mind.
212. Sometimes acting childish or immature.
213. Can't forget my past.
214. Can't control what I do.
215. Fighting with my parents too much.
216. School boring.
217. Teachers not interested in all students.
218. Teachers too friendly.
219. Teachers not friendly to students.
220. Not getting personal help from teachers.



221. Trouble with my hearing.  
 222. Can't speak properly (stuttering, lisp, etc.)  
 223. Drinking.  
 224. Poor posture.  
 225. Menstrual or female disorders.  
 226. Parents working too hard.  
 227. Not having enough things at home.  
 228. Parents not working hard enough.  
 229. Wanting to live in a different neighborhood.  
 230. Ashamed of the home we live in.  
 231. Wanting to learn how to dance.  
 232. Going with someone my family won't accept.  
 233. Knowing that my friends don't do the right things.  
 234. Wanting to improve my appearance.  
 235. Too careless with my clothes and belongings.  
 236. Afraid of losing the one I love.  
 237. Breaking up a love affair.  
 238. Wanting to marry someone I'll be proud of.  
 239. Wondering how far to go with the opposite sex.  
 240. Wondering if I'll ever get married.  
 241. Wanting to be more popular.  
 242. Staying away from someone I don't like.  
 243. Wondering if other people like me.  
 244. Not being liked by someone.  
 245. Not liking someone.  
 246. Being stubborn.  
 247. Having bad luck.  
 248. Wanting a baby of my own.  
 249. Not having any fun.  
 250. Not being sure of myself.  
 251. Lying too much.  
 252. Swearing, dirty stories.  
 253. Needing to get married.  
 254. Having a certain bad habit (self-abuse).  
 255. Can't break a bad habit.  
 256. Talking back.  
 257. Parents expecting too much of me.  
 258. Not being loved by my parents.  
 259. Wanting love and affection.  
 260. Wishing I came from a different family.  
 261. Can't get a good job.  
 262. Afraid I won't be able to get a job after I finish school.  
 263. Feeling that I can't trust people.  
 264. Afraid I won't be able to do well at a job.  
 265. Don't know how to look for a job.  
 266. Don't like to study.  
 267. Not smart enough.  
 268. Can't get along with my mother or father.  
 269. Worrying about grades.  
 270. Worrying about tests.  
 271. Teachers not practising what they preach.  
 272. Too many poor teachers.  
 273. Teachers favoring some students.  
 274. Marks don't tell what I really can do.  
 275. Unfair tests.  
 276. Poor teeth.  
 277. Smoking.  
 278. Getting into trouble with the police.  
 279. Trouble with my feet.  
 280. Bothered by a physical handicap (lameness, etc.)  
 281. Borrowing money.  
 282. Working too much outside of school hours.  
 283. Being kicked out of my home.  
 284. Having to pay my own way.  
 285. Not liking my job.  
 286. Too little chance to do what I want to do.  
 287. Too little chance to get into sports.  
 288. Wishing people would stop trying to help me.  
 289. Not being good at sports and games.  
 290. Not using my spare time too well.  
 291. Thinking too much about sex.  
 292. Concerned over proper sex behavior.  
 293. My father has made passes at me.  
 294. Worried about sex diseases.  
 295. Needing information about sex.  
 296. Being too envious or jealous.  
 297. Speaking or acting without thinking.  
 298. Wanting to get married right now.  
 299. Finding it hard to talk about my troubles.  
 300. No one to tell my troubles to.  
 301. Too many personal problems.  
 302. Having memories of an unhappy past.  
 303. Hating my mother or father for what they've done to me.  
 304. Sometimes bothered by thoughts of insanity.  
 305. Thoughts of suicide.  
 306. Sometimes not being as honest as I should be.  
 307. Getting into trouble.  
 308. Not wanting to ever get married.  
 309. Having a troubled or guilty conscience.  
 310. Being punished for something I didn't do.  
 311. Can't talk about certain problems at home.  
 312. Family fights.  
 313. Wondering who my mother (or father) is.  
 314. Wanting to leave home.  
 315. Not telling parents everything.  
 316. Not knowing what I really want.  
 317. Needing to plan ahead for the future.  
 318. Running away.  
 319. Afraid of the future.  
 320. Family against some of my plans.  
 321. Getting low marks.  
 322. Just can't do some subjects.  
 323. Being liked too well by boys.  
 324. Afraid of failing in school.  
 325. Wanting to quit school.  
 326. Finding it hard to control sex urges.  
 327. Feeling that nobody understands me.  
 328. Not feeling wanted by anyone.  
 329. Bothered by bad dreams.  
 330. Giving into temptations.

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.



Third Step: Answer the following two questions.

QUESTIONS

1. Were you able to tell about the things which really bother you? ..... yes  
.....no.  
Add anything else that you would like.

2. Tell about your main problems in your own words.



# Appendix 3a

## SOCIAL HISTORY

NAME OF CHILD: Ann M.

Birth place Alberta  
Birth date 1946  
Racial Origin English  
Religion Roman Catholic

FATHER: James M.

Birth place Alberta  
Racial Origin English  
Occupation Lawyer  
Religion Roman Catholic

MOTHER: Mary M.

Birth place Alberta  
Racial Origin English  
Education Grade 12 Commercial  
Religion Jewish  
Marital status Married 1945

### SIBLINGS:

Darlene 1947  
Sylvia 1952  
Samuel 1953

Darlene and Ann quarrel a great deal and Darlene is quite disgusted with Anne's behaviour. Apparently Ann has stolen some money from Darlene on various occasions. There seems to be considerable rivalry between the two girls. Darlene is quite a model child and is her mother's favourite. The younger children are mostly unaware of the difficulties that Ann has been in and show little hostility towards her.

### FAMILY BACKGROUND:

The parents appear to be attempting to live beyond their income. Mrs. M. works, stating that she wants to get her mind off her troubles. However, the fact that the family appears to be deeply in debt would suggest that she does so for economic reasons. The parents are quite affectionate toward one another, and according to the mother there is no friction between them. However, Ann appears to have been the cause of some discord between the parents. Ann gets along with her father quite well and he has been more sympathetic and tolerant of her behaviour. Ann hates her mother and would do anything to hurt her. She sneers at her and has attacked her on one occasion. The mother has no use for Ann. She states that her other children have never caused her problems and that Ann has always been



### Appendix 3a (cont'd.)

"different". Mrs. M. sees no connection between Ann's behaviour and the family relationships. The father appears to take his wife's side in this conflict.

#### CONDITIONS LEADING TO WARDSHIP:

The case was referred in 1959. Ann had stayed out until 2:00 p.m. the previous Friday and Saturday, and had stayed out all day Sunday. She was apprehended by the City Police and taken to the Good Shepherd Convent. For the past five years Ann has been involved in continuous theft with no apparent reason for stealing.

#### PLACEMENT HISTORY OF CHILD:

Upon apprehension Ann was placed in the Good Shepherd Convent. While there she refused to see or even telephone her parents. She was then placed in Mount Royal College in Calgary. She ran away from there and was apprehended by the police and placed in the Maude Riley Institute in Calgary. From there Ann was returned home. At first she seemed to respond well to discipline. However, one night, after being sent to bed, Ann went out the bedroom window and did not return until 7:00 in the morning. After this there were bitter family quarrels almost continually. Finally Mr. & Mrs. M. placed Ann in the Good Shepherd Convent. According to the Sisters, when Ann was disciplined, she immediately revolted. These periods of rebellion would alternate with periods of very good behaviour. At the end of the school term, Ann went home for a week. She secured a job and things went well until she was fired. According to the employer, Ann went around telling the girls that it did not matter whether you worked fast or slow, you obtained the same wage, and therefore why strain yourself. When she stole some money from petty cash, the employer fired her. The Sisters then found her some baby sitting jobs. These did not work out as Ann would lock the children out of the house and then entertain her friends and party. She ran away from the second baby sitting job and when found was in possession of a stolen wallet. In August, her name was given as a member of a shop lifting ring. She admitted theft of the purse and its contents, and also articles stolen from various stores. Ann takes all this very lightly and just laughs about it. She is concerned about finishing her education, and arrangements were made to have her finish her Grade 12 at the Good Shepherd Convent. One day, while out shopping with her mother, she became angry when her mother refused to buy something she wanted, and disappeared. Two days later Mr. M. reported to the police that his daughter and a half breed girl had ransacked the house. After an extensive search Ann was found hiding in a garage in the West End. She was placed in the Good Shepherd Home.

#### EDUCATION:

Presently taking Grade 12.



## Appendix 3a

### APPEARANCE AND PERSONALITY:

Ann had many friends, and brought them home often. She was interested in art, reading, horseback riding and was active in school clubs. In 1959 she began associating with bad companions. She is not patient except with little children. She is neither timid nor shy, but stubborn, sensitive but would never show it, very rude when asked to do something, cannot take the answer "no", and can be very sweet at times. She smokes, but does not use alcohol. Is clean most of the time.



## Appendix 3b

## SOCIAL HISTORY

NAME OF CHILD: Mary L.

Birth date: 1943  
 Birth Place: Alberta  
 Racial Origin: Chinese and White  
 Religion: Protestant

FATHER: Cliff N.

Birth Place: British Columbia  
 Racial Origin: Chinese  
 Occupation: Cook

MOTHER: Nancy L.

Birth Place: Alberta  
 Racial Origin: White  
 Religion: Protestant  
 Occupation: Waitress  
 Marital Status: Single

## SIBLINGS:

|         |      |
|---------|------|
| Gordon  | 1942 |
| Raymond | 1944 |
| Carol   | 1946 |
| Gerald  | 1947 |
| Alice   | 1948 |

The three youngest children were surrendered for adoption.

## FAMILY BACKGROUND:

In 1947 the authorities were notified of the deplorable conditions surrounding Nancy L.'s children. They discovered a one room shack extremely filthy, with beer bottles scattered inside and out. No blankets were in sight and there was very little food. Apparently Nancy L. left the children alone for days at a time while she was partying. She was quite promiscuous having had six children out of wedlock, by at least four different men.

## CONDITIONS LEADING TO WARDSHIP:

In 1943 the L. children were made temporary wards due to the poor physical care and neglect by their mother. The Court allowed the children to remain with Mrs. L. providing she found other accommodation. The Court felt that Mrs. L. had genuine affection for her children. The family moved several times. finally settling with Mrs. L's aunt who had nine children of



## Appendix 3b (cont'd.)

her own. Conditions were very poor and in 1949 the children were made permanent wards.

## PLACEMENT HISTORY OF CHILD:

1949 - Placed in the home of Zoe G., a negro woman who had a house full of unwanted children. She remained there for eight years until she became such a discipline problem that she had to be moved.

1958 - Mary was placed in the Good Shepherd Convent. She became very attached to the Sisters and had no desire to go to a foster home. It was difficult for her to realize that she had to learn to face the world.

1959 - Mary was placed with Mrs. M. on a foster home basis. She ran away one month later stating that Mrs. M. made her work too hard. Mrs. M. reported several small articles missing when Mary left. Mary was returned to the Good Shepherd Convent.

1960 - Mary ran away, was missing for several months and was finally returned to the Good Shepherd Convent. During these months she worked occasionally but spent most of the days in various cafes in the City. She apparently had her first sexual relationships at this time. Upon return she quit school and was then placed with Mrs. B. She was fired two days later as Mrs. B. felt she was lazy.

1961 - Mary was returned to the Good Shepherd Convent. One month later she was placed with Mrs. C. from where she promptly ran away. She went to stay with her aunt where her family partied for several days. She was then picked up by the police for petty theft and placed in the Good Shepherd Convent.

## EDUCATION:

Mary completed Grade 11, in spite of her lackadaisical attitude, and she was able to pass without doing much work. She quit school in Grade 12.

## APPEARANCE AND PERSONALITY:

Mary is an extremely moody girl. If she is happy with the way things are going, she is pleasant, well mannered and humorous. However, more frequently she pouts and sulks like a spoiled child. She has come to feel that people should feel sorry for her and pay special attention to her. When disciplined or criticized, she at first feels very sorry for herself, and then becomes hostile and abusive. Mary is quite aggressive at times. However, these aggressive phases alternate with periods of indifference. She expresses some hostility toward her mother. She seems very attached to the Sisters at the Good Shepherd Convent. Mary is concerned with what people think of her, although she tries to seem indifferent. She asserts she has done nothing wrong while on run away. She appears to have strong guilt feelings about her promiscuity. She expresses little concern over the



## Appendix 3b (Cont'd.)

troubles with the police which she has incurred through theft. At times Mary will appear anxious to talk about her problems with the worker. However, these are infrequent and when she does want to talk she seems to find this difficult. Much of the time she is sullen with the worker.



## Appendix 3c

## SOCIAL HISTORY

NAME OF CHILD: Jane P.

Birth date: 1946

Birth Place: Alberta

FATHER: Frank P.

Birth Place: Alberta

Racial Origin: French Metis

Occupation: Unemployed

Education: Illiterate

Religion: Roman Catholic

MOTHER: Pauline P.

Birth Place: Alberta

Racial Origin: French Metis

Education: Illiterate

Religion: Roman Catholic

Marital Status: Married: 1929

## SIBLINGS:

Solomon 1945

Edith 1947

Isobel 1950

## FAMILY BACKGROUND:

The family lived at M. for a number of years. The father was jailed several times and he failed to support his wife and family. Mrs. P. and children were granted Public Assistance. The parents have been separated since 1954. The living conditions were very poor. They were living in a one room shack. The children were always poorly clad. They were being truant from school.

## CONDITIONS LEADING TO WARESHIP:

Mrs. P. was unable to care for children properly. The children were always poorly clad. They were being truant from school. Mother display apathy toward the girl's behaviour. Jane was made a ward in 1959 because of truancy and running away. She had also been involved in drinking parties and promiscuous sexual behaviour.

## EDUCATION:

Grade 7, school work good, poor in mathematics.



## Appendix 3c (cont'd.)

## HEALTH:

Wass Positive in 1960

T & A 1960

Eyes tested 1960, no glasses necessary

## APPEARANCE &amp; PERSONALITY:

Rather a stocky little Metis girl. Round face, dark eyes and hair. Shy and inclined to be withdrawn. Jane is very apprehensive when approaching a new situation. She is reported to have a very quick temper and tantrums. Her emotions serving to extremes from tantrums to giggling and laughing in a few minutes and playing pranks on other girls. Clean and careful about her belongings. She is very uncommunicative and difficult to interview.

## PSYCHOLOGICAL REPORT 1960:

Psychological assessment places this girl in the dull normal group of intelligence. This was felt to be low, however, due to her being anxious within the new situation. This situational anxiety was present throughout the test, but there were times when she opened up and became easier to reach.

Jane was tested again later that year and psychological assessment placed her in the normal group of intelligence.

## PLACEMENT HISTORY:

Jane has been in the Good Shepherd Convent since 1959. During this time, there have been several runaway episodes, during which she has been involved with bad companions.



## Appendix 4 - Key to Item Numbers of the RPCL in Relation to the MPCL

Items Retained - Item Number Unchanged from MPCL-

1, 2, 4, 20, 22, 24, 25, 26, 29, 30, 31,  
 36, 37, 39, 46, 49, 60, 81, 82, 84, 89, 91, 92,  
 94, 95, 100, 109, 117, 122, 134, 137, 140, 145,  
 146, 147, 156, 161, 164, 165, 166, 169, 181, 182,  
 184, 185, 186, 189, 191, 195, 196, 197, 201, 202,  
 219, 220, 221, 225, 226, 229, 230, 231, 234, 235, 239,  
 240, 241, 249, 252, 259, 265, 266, 269, 275, 276, 279,  
 281, 282, 286, 287, 292, 294, 296, 297, 299, 300, 301, 304,  
 305, 306, 307, 309, 310, 314, 315, 316, 317, 319, 325

Item Revised - Item Number Unchanged from MPCL

5, 6, 7, 10, 11, 12, 14, 15, 19, 21, 27, 32, 66, 35, 40, 47,  
 50, 51, 56, 57, 61, 67, 71, 74, 75, 76, 79, 80, 85, 86, 97,  
 101, 102, 105, 111, 119, 121, 124, 125, 129, 130, 131, 132,  
 135, 136, 139, 141, 144, 157, 159, 160, 162, 170, 179, 180,  
 187, 190, 192, 194, 199, 200, 204, 216, 222, 227, 246, 250,  
 251, 260, 264, 270, 274, 280, 285, 289, 290, 291, 295,  
 302, 312, 321, 322, 324

Items Retained but Number Changed\*

114, 23-41, 28-42, 33-44, 54-55, 58-59, 65-64, 70-120,  
 113-112, 123-116, 127-126, 128-127, 133-152, 138-153,  
 148-149, 149-150, 150-151, 167-224, 168-167, 173-171,  
 175-174, 177-176, 178-177, 183-206, 188-207, 193-209,  
 208-210, 228-175, 236-232, 237-236, 238-237, 245-212,  
 248-247, 258-257, 272-271, 273-272, 278-277, 293-326,  
 308-327, 303-329, 308-330, 323-267, 126-72

Items Revised and Item Number Changed\*\*

9, 13-66, 17-205, 18-17, 38-45, 41-96, 43-106, 44-261,  
 5-104, 48-52, 53-54, 63-62, 68-69, 69-70, 72-77, 77-87,  
 8-243, 88-34, 98-99, 108-110, 114-115, 143-142, 158-155,  
 14-172, 203-211, 218-217, 242-245, 243-244, 247-107,  
 13-254, 254-255, 244-242, 255-214, 256, 215, 257-256,  
 13-262, 283-284, 313-311, 318-320, 73-16

Total Items Retained = 142

Items Retained - Number Unchanged = 99

Items Retained - Number Changed = 43

Items Added - (Nos. from Revision)

3, 8, 13, 18, 23, 28, 33, 38,  
 43, 48, 53, 58, 63, 68, 73,  
 78, 83, 88, 93, 98, 103, 108,  
 113, 118, 123, 128, 133, 138,  
 143, 148, 153, 158, 163, 168,  
 173, 178, 183, 188, 193, 198,  
 203, 208, 213, 218, 223, 228,  
 233, 238, 248, 253, 258, 263,  
 268, 273, 278, 283, 288, 293,  
 298, 303, 308, 313, 318,  
 323, 328

Items Deleted

42, 52, 55, 59, 62, 64, 16,  
 87, 34, 90, 93, 96, 99, 103,  
 104, 106, 107, 110, 112, 115,  
 116, 118, 120, 142, 151, 152,  
 153, 154, 155, 163, 171, 172,  
 176, 205, 206, 207, 208, 209,  
 210, 211, 212, 213, 214, 215,  
 217, 223, 224, 232, 233, 261,  
 262, 267, 268, 271, 277, 284,  
 288, 311, 320, 326, 327, 328,  
 329, 330, 9

Total Items Added = 65

Total Items Deleted = 65

Total Items Revised = 123

Items Revised - Number Unchanged = 83

Items Revised - Number Changed = 40

e.g., MPCL Item 23 now RPCL Item 41

e.g., MPCL Item 13 now RPCL Item 66



APPENDIX 3

GOOD SHEPHERD CONVENT

(OUR LADY OF CHARITY SCHOOL FOR GIRLS)

ADMISSION POLICY.



OUR LADY OF CHARITY SCHOOL  
FOR GIRLS

8421 - 101 Avenue  
Edmonton Alberta

Purpose of the School:

To provide and maintain through social and educational services an integrated program of spiritual, emotional and social rehabilitation for resident emotionally disturbed girls, thereby preparing them to return to a more satisfying, socially useful role in the community. The school aims to provide reality experiences in which they are helped to understand and cope with limits through relationships with understanding and accepting adults. The School is primarily designed to offer a controlled institutional setting for the care and treatment of girls with deviant behaviour patterns.

Girls considered for admission:

Girls between the ages of 12 and 18 years (exceptions may be made) who may benefit from a group living experience and through it, be helped with their problems.

Girls not considered for placement:

1. Girls whose aggressive behaviour is a real danger to other members of the group, or girls whose reality insight is seriously impaired.
2. Girls with serious physical disabilities or retarded to a degree that prohibits them from participation in the school program or our "special class".
3. Girls who have such marked delinquencies as constant attempts at breaking out, or fire setting, that could not be controlled in our institution.

Religious program:

Religion is an integral and important part of the program by which the students grasp their own dignity as children of God, and learn rights, duties and responsibilities to society. Stress is laid on religious training which has often been neglected. Instructions are given periodically by a Priest. Those not of our faith are taught the Commandments and morals for proper living. We feel also that prayer is an integral part of one's daily living and thus we encourage all to participate in it. Clergymen of all denominations are encouraged to visit and instruct those of their respective denominations.



Intake Policy:

1. Application from referring agencies will include:
  - (a) Social History (to be received within 21 days).
  - (b) Medical Report.
  - (c) Psychological and Psychiatric Reports.
  - (d) School Records.
2. Conference with agency worker to discuss placement plans.
3. Agency worker to keep in contact with girl's family.
4. Close liaison between agency worker and school worker regarding girl's progress and future plans.
5. Girl's who demonstrate ability for academic progress shall remain for the school year.

Health Program:

A complete physical examination is given on entrance unless previously made, and defects found are corrected, if possible. Medical and dental clinics are maintained by the Institution. Outside clinics and hospitals are used for X-rays, etc.. Other community resources are utilized for the girl's growth and development, and referrals are made on the recommendation of the physician.

Program Activities:

Our program which permeates all activities is aimed at promoting that integration of personality which makes possible the maturity and happiness of a young Christian woman. Ours is a comprehensive program for the care of a young girl to prepare her for the responsibilities and satisfaction of life, with the ultimate goal of eternal life with God.

1. School - Elementary and High School.
2. Hobby crafts- The withdrawn, shy girl feels more secure creating something in the crafts room rather than competing in a group game.
3. Dancing, music, day outings- These activities are a great asset in helping the child to become more secure and develop a feeling of achievement.
4. St. John's Ambulance Course.
5. Sports - volleyball, basketball, softball, tumbling, badminton, skating, bowling.
6. Playroom - Arrangements are being made to have a play room available where the girl is able to work off anger, without the danger of injuring herself. She will be supervised at such times. General play therapy materials such as paints, plasticine, clay, aggressive toys etc., will be available for the girl's use.



6. Playroom con't

At present there is a large covered area for outside "rough and tumble" activities which is used for more aggressive play or for general "letting off steam".

Education:

1. Classes from 7 to 11 (Courses by correspondence are also available).
2. Special Class - ungraded remedial class for the retarded, the severely disturbed and those not having had the opportunity of attending school.
3. Special program of remedial education is geared to give the girl a corrective school experience, not only academically, but also with regard to the girl's feelings about school. Some of the girls admitted to the school have been expelled or often have fallen several grades behind due to severe learning difficulties.
4. Teachers occasionally supervise girls at activities in the community.

Big Sisters:

1. Provides a means for the girls to have contact with mature understanding adults.
2. Open their homes on week-ends to the girls for visits.
3. Accompany girls on outings
4. Arrange school socials.
5. Entertain each girl on her birthday.
6. Keep close liaison with school.

Summer Program:

For those whose behaviour warrant it, camping facilities will be available.

Visiting:

Visits may be arranged for relatives on Saturday, Sunday and holidays. Visiting hours are from 2:00 to 5:30 p.m. and 7:00 to 8:30 p.m.. On Wednesday the visiting hours are from 7:00 to 8:30 p.m.. Exceptions will be made for out of town relatives.

Phone Calls:

Personal incoming calls for the girls are not accepted, except in cases of emergency. Personal outgoing calls allowed at the discretion of the Sister Supervisor.

Exceptions may be made for the above regulations.



The School's objective is to return the girls to the community better equipped to meet its demands and restrictions. It is hoped that in time we will be able to develop here, as has been done in other places, a transition home which will bridge the gap between the school and the community. Often when the girls are ready to discharge, no adequate plans can be arranged because of the lack of foster homes or their natural homes are not suitable for their return.

We hope that in the future it will be possible to add a group worker and a part-time psychologist to improve the services already existing.



Appendix 6 - Proportions of Institutional & High School Groups who  
Underline Revised Items

| Item<br>Number | *<br>Mooney PCL |              | **<br>Revised PCL |      |
|----------------|-----------------|--------------|-------------------|------|
|                | ***<br>Inst.    | ****<br>H.S. | Inst.             | H.S. |
| 5              | 18.5            | 20.0         | 28.0              | 20.0 |
| 6              | 22.22           | 22.2         | 26.0              | 26.6 |
| 7              | 20.37           | 11.1         | 20.0              | 11.1 |
| 8              | 18.52           | 13.3         | 38.0              | 31.1 |
| 10             | 22.22           | 26.6         | 10.0              | 22.2 |
| 11             | 25.93           | 20.0         | 22.0              | 17.7 |
| 12             | 29.63           | 17.7         | 12.0              | 6.6  |
| 13             | 20.37           | 28.8         | 14.0              | 24.4 |
| 14             | 40.73           | 28.8         | 40.0              | 33.3 |
| 15             | 14.81           | 11.1         | 4.0               | 8.8  |
| 17             | 5.55            | 2.2          | 6.0               | 4.4  |
| 18             | 14.81           | 15.5         | 10.0              | 17.7 |
| 19             | 12.96           | 17.7         | 4.0               | 15.5 |
| 21             | 48.64           | 26.6         | 42.0              | 8.8  |
| 27             | 38.88           | 24.4         | 36.0              | 28.8 |
| 32             | 14.81           | 13.3         | 40.0              | 28.8 |
| 35             | 25.93           | 13.3         | 18.0              | 13.3 |
| 38             | 12.96           | 15.5         | 12.0              | 2.2  |
| 40             | 11.11           | 8.8          | 32.0              | 4.4  |
| 41             | 12.96           | 4.4          | 12.0              | 11.1 |
| 43             | 16.66           | 11.1         | 20.0              | 37.7 |

\* Mooney Problem Check-List  
 \*\* Revised Problem Check-List  
 \*\*\* Institutional Group  
 \*\*\*\* High School Group



## Appendix 6 (Cont)

| Item<br>Number | Mooney PCL |      | Revised PCL |      |
|----------------|------------|------|-------------|------|
|                | Inst.      | U.S. | Inst.       | U.S. |
| 44             | 14.81      | 11.1 | 2.0         | 0.8  |
| 45             | 33.33      | 20.0 | 4.0         | 21.1 |
| 47             | 31.48      | 2.2  | 34.0        | 8.8  |
| 48             | 35.19      | 2.2  | 14.0        | 6.6  |
| 50             | 46.29      | 66.6 | 36.0        | 57.7 |
| 51             | 16.66      | 13.3 | 8.0         | 21.1 |
| 53             | 14.81      | 13.3 | 18.0        | 8.8  |
| 56             | 25.93      | 4.4  | 30.0        | 20.0 |
| 57             | 37.03      | 31.1 | 26.0        | 20.0 |
| 61             | 50.0       | 26.6 | 48.0        | 21.1 |
| 63             | 31.48      | 11.1 | 12.0        | 8.8  |
| 66             | 11.11      | 15.5 | 14.0        | 21.1 |
| 67             | 29.63      | 11.1 | 12.0        | 8.8  |
| 68             | 20.37      | 11.1 | 18.0        | 2.2  |
| 69             | 38.88      | 20.0 | 40.0        | 13.3 |
| 71             | 22.22      | 6.6  | 4.0         | 8.8  |
| 72             | 18.52      | 4.4  | 8.0         | 4.4  |
| 74             | 14.81      | 6.6  | 0.0         | 8.8  |
| 75             | 18.52      | 8.8  | 20.0        | 8.8  |
| 76             | 40.73      | 26.6 | 30.0        | 12.1 |
| 77             | 22.22      | 6.6  | 20.0        | 2.2  |
| 78             | 20.37      | 12.2 | 20.0        | 37.7 |
| 79             | 44.44      | 6.6  | 30.0        | 6.6  |



## Appendix 6 (Cont)

| Item<br>Number | Mooney PCL |      | Revised PCL |      |
|----------------|------------|------|-------------|------|
|                | Inst.      | H.S. | Inst.       | H.S. |
| 80             | 5.55       | 20.0 | 10.0        | 8.8  |
| 85             | 29.63      | 24.4 | 20.0        | 20.0 |
| 86             | 7.4        | 0.0  | 14.0        | 4.4  |
| 88             | 3.7        | 0.0  | 22.0        | 4.4  |
| 97             | 20.37      | 11.1 | 6.0         | 22.2 |
| 101            | 24.07      | 13.3 | 10.0        | 8.8  |
| 102            | 33.33      | 20.0 | 14.0        | 2.2  |
| 105            | 33.33      | 31.1 | 20.0        | 37.7 |
| 108            | 48.64      | 24.4 | 34.0        | 35.5 |
| 111            | 16.66      | 4.4  | 14.0        | 6.6  |
| 119            | 14.81      | 15.5 | 22.0        | 51.0 |
| 121            | 33.33      | 13.3 | 10.0        | 8.8  |
| 124            | 12.96      | 4.4  | 2.0         | 4.4  |
| 125            | 12.96      | 17.7 | 6.0         | 17.7 |
| 129            | 31.48      | 6.6  | 14.0        | 15.5 |
| 130            | 29.63      | 22.2 | 42.0        | 26.6 |
| 131            | 12.96      | 15.5 | 18.0        | 13.3 |
| 132            | 31.48      | 8.8  | 24.0        | 28.8 |
| 135            | 12.96      | 20.0 | 40.0        | 15.5 |
| 136            | 29.63      | 15.5 | 46.0        | 37.7 |
| 139            | 16.66      | 15.5 | 28.0        | 15.5 |
| 141            | 24.07      | 11.1 | 4.0         | 2.2  |
| 98             | 16.66      | 15.5 | 22.0        | 6.6  |



## Appendix 6 (Cont)

| Item<br>Number | Mooney PCL |      | Revised PCL |      |
|----------------|------------|------|-------------|------|
|                | Inst.      | H.S. | Inst.       | H.S. |
| 111            | 12.96      | 6.6  | 14.0        | 11.1 |
| 143            | 12.96      | 15.5 | 34.0        | 8.8  |
| 144            | 11.11      | 2.2  | 14.0        | 2.2  |
| 157            | 38.88      | 13.3 | 30.0        | 6.6  |
| 158            | 37.03      | 20.0 | 26.0        | 28.8 |
| 159            | 31.48      | 31.1 | 44.0        | 35.5 |
| 160            | 29.63      | 48.8 | 22.0        | 37.7 |
| 162            | 11.11      | 11.1 | 8.0         | 15.5 |
| 170            | 29.63      | 15.5 | 40.0        | 15.5 |
| 174            | 24.07      | 26.6 | 26.0        | 15.5 |
| 179            | 9.26       | 11.1 | 8.0         | 4.4  |
| 180            | 14.81      | 24.4 | 12.0        | 6.6  |
| 187            | 11.11      | 8.8  | 20.0        | 4.4  |
| 190            | 37.03      | 13.3 | 38.0        | 17.7 |
| 192            | 53.7       | 33.3 | 30.0        | 15.5 |
| 194            | 9.26       | 6.6  | 6.0         | 8.8  |
| 199            | 7.4        | 11.1 | 14.0        | 8.8  |
| 200            | 16.66      | 20.0 | 16.0        | 0.0  |
| 204            | 29.63      | 13.3 | 38.0        | 4.4  |
| 216            | 16.66      | 13.3 | 30.0        | 17.7 |
| 218            | 9.26       | 20.0 | 4.0         | 13.3 |
| 222            | 12.96      | 2.2  | 10.0        | 11.1 |
| 227            | 11.11      | 6.6  | 8.0         | 4.4  |



## Appendix 6 (Cont)

| Item<br>Number | Mooney PCL |      | Revised PCL |      |
|----------------|------------|------|-------------|------|
|                | Inst.      | H.S. | Inst.       | H.S. |
| 242            | 20.37      | 8.8  | 18.0        | 13.3 |
| 243            | 25.93      | 11.1 | 18.0        | 13.3 |
| 244            | 18.52      | 11.1 | 8.0         | 6.6  |
| 246            | 24.07      | 17.7 | 24.0        | 11.1 |
| 247            | 9.26       | 13.3 | 12.0        | 11.1 |
| 250            | 22.22      | 31.1 | 26.0        | 15.5 |
| 203            | 12.96      | 8.8  | 22.0        | 4.4  |
| 251            | 38.88      | 24.4 | 18.0        | 6.6  |
| 253            | 29.63      | 11.1 | 20.0        | 4.4  |
| 254            | 25.93      | 15.5 | 18.0        | 11.1 |
| 255            | 20.37      | 13.3 | 20.0        | 4.4  |
| 256            | 5.55       | 15.5 | 20.0        | 15.5 |
| 257            | 33.33      | 24.4 | 36.0        | 20.0 |
| 260            | 12.96      | 4.4  | 22.0        | 4.4  |
| 263            | 5.55       | 6.6  | 22.0        | 15.5 |
| 264            | 16.66      | 13.3 | 8.0         | 13.3 |
| 270            | 37.03      | 42.1 | 22.0        | 39.9 |
| 274            | 5.55       | 6.6  | 8.0         | 24.4 |
| 280            | 5.55       | 4.4  | 6.0         | 0.0  |
| 283            | 1.85       | 17.7 | 4.0         | 0.0  |
| 285            | 1.85       | 2.2  | 4.0         | 2.2  |
| 289            | 9.26       | 13.3 | 8.0         | 15.5 |
| 290            | 11.11      | 20.0 | 14.0        | 31.1 |



## Appendix 6 (Cont)

| Item<br>Number | Mooney PCL |      | Revised PCL |      |
|----------------|------------|------|-------------|------|
|                | Inst.      | H.S. | Inst.       | H.S. |
| 291            | 11.81      | 2.2  | 22.0        | 1.4  |
| 295            | 22.22      | 11.1 | 20.0        | 11.1 |
| 302            | 27.78      | 2.2  | 38.0        | 4.4  |
| 312            | 24.07      | 11.1 | 16.0        | 8.8  |
| 313            | 27.78      | 22.2 | 22.0        | 17.7 |
| 318            | 7.4        | 4.4  | 10.0        | 1.4  |
| 321            | 20.37      | 28.8 | 22.0        | 31.1 |
| 322            | 12.96      | 39.9 | 16.0        | 24.4 |
| 324            | 27.78      | 31.1 | 22.0        | 24.4 |
| 73             | 22.22      | 22.2 | 8.0         | 13.3 |



Appendix 7 - Proportions of Institutional and High School Groups who  
underline Non-Discriminating New Items

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| Item<br>Number | Inst.<br>Group | H.S.**<br>Group |
|----------------|----------------|-----------------|
| 3              | .34            | .222            |
| 28             | .28            | .311            |
| 48             | .24            | .133            |
| 83             | .18            | .088            |
| 88             | .26            | .155            |
| 93             | .04            | .000            |
| 138            | .36            | .333            |
| 143            | .26            | .155            |
| 158            | .24            | .200            |
| 193            | .18            | .088            |
| 198            | .40            | .333            |
| 208            | .08            | .022            |
| 218            | .00            | .000            |
| 228            | .04            | .000            |
| 273            | .26            | .288            |
| 283            | .06            | .022            |
| 293            | .02            | .000            |
| 303            | .10            | .044            |
| 308            | .02            | .066            |
| 328            | .18            | .088            |

\* Institutional Group

\*\* High School Group



## Appendix 8 - Testing Instructions

Good Afternoon, My Name is:

You are probably wondering why you have been asked to do these tests. Well, we are trying to study the problems of teenage girls. In order to do this, we have chosen various groups in the City of Edmonton as samples. We hope that by studying these sample groups, (of which you are one group) that we will learn something about all teenage girls.

For that reason, it is most necessary that you answer the questions as completely and honestly as possible. We can't stress this too much.

The results of your tests will be kept entirely in confidence. Only the psychologists participating in this research project will see your tests. Please remember the seats that you have so you can use the same ones next day.

Now you can begin filling in the information on the first page.

After the test - Check to see that all names are there.



Appendix 9 - Revised Problems Check-List  
 - Institutional Group

N= 50 N = Number  
 Underlining  
 the item

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|------------------------|----------|
| 1                      | 6        | 44                     | 8        | 87                     | 10       | 130                    | 21       |
| 2                      | 21       | 45                     | 6        | 88                     | 13       | 131                    | 9        |
| 3                      | 17       | 46                     | 4        | 89                     | 10       | 132                    | 12       |
| 4                      | 4        | 47                     | 17       | 90                     | 7        | 133                    | 15       |
| 5                      | 14       | 48                     | 12       | 91                     | 29       | 134                    | 19       |
| 6                      | 13       | 49                     | 1        | 92                     | 9        | 135                    | 20       |
| 7                      | 10       | 50                     | 18       | 93                     | 2        | 136                    | 23       |
| 8                      | 18       | 51                     | 4        | 94                     | 8        | 137                    | 1        |
| 9                      | 20       | 52                     | 7        | 95                     | 19       | 138                    | 18       |
| 10                     | 5        | 53                     | 18       | 96                     | 6        | 139                    | 14       |
| 11                     | 11       | 54                     | 4        | 97                     | 3        | 140                    | 31       |
| 12                     | 6        | 55                     | 7        | 98                     | 22       | 141                    | 2        |
| 13                     | 12       | 56                     | 15       | 99                     | 11       | 142                    | 17       |
| 14                     | 20       | 57                     | 13       | 100                    | 26       | 143                    | 13       |
| 15                     | 2        | 58                     | 19       | 101                    | 5        | 144                    | 7        |
| 16                     | 4        | 59                     | 13       | 102                    | 7        | 145                    | 14       |
| 17                     | 5        | 60                     | 5        | 103                    | 6        | 146                    | 5        |
| 18                     | 14       | 61                     | 24       | 104                    | 2        | 147                    | 11       |
| 19                     | 2        | 62                     | 6        | 105                    | 10       | 148                    | 16       |
| 20                     | 9        | 63                     | 3        | 106                    | 10       | 149                    | 11       |
| 21                     | 21       | 64                     | 3        | 107                    | 6        | 150                    | 14       |
| 22                     | 14       | 65                     | 9        | 108                    | 6        | 151                    | 11       |
| 23                     | 11       | 66                     | 7        | 109                    | 4        | 152                    | 15       |
| 24                     | 13       | 67                     | 6        | 110                    | 17       | 153                    | 7        |
| 25                     | 8        | 68                     | 7        | 111                    | 7        | 154                    | 7        |
| 26                     | 26       | 69                     | 9        | 112                    | 11       | 155                    | 13       |
| 27                     | 18       | 70                     | 20       | 113                    | 4        | 156                    | 10       |
| 28                     | 14       | 71                     | 2        | 114                    | 11       | 157                    | 15       |
| 29                     | 6        | 72                     | 11       | 115                    | 7        | 158                    | 12       |
| 30                     | 26       | 73                     | 12       | 116                    | 6        | 159                    | 22       |
| 31                     | 8        | 74                     | 0        | 117                    | 22       | 160                    | 11       |
| 32                     | 20       | 75                     | 10       | 118                    | 10       | 161                    | 11       |
| 33                     | 25       | 76                     | 15       | 119                    | 11       | 162                    | 4        |
| 34                     | 11       | 77                     | 4        | 120                    | 13       | 163                    | 16       |
| 35                     | 9        | 78                     | 13       | 121                    | 5        | 164                    | 7        |
| 36                     | 15       | 79                     | 15       | 122                    | 5        | 165                    | 7        |
| 37                     | 3        | 80                     | 5        | 123                    | 7        | 166                    | 19       |
| 38                     | 4        | 81                     | 16       | 124                    | 1        | 167                    | 8        |
| 39                     | 20       | 82                     | 10       | 125                    | 3        | 168                    | 11       |
| 40                     | 8        | 83                     | 9        | 126                    | 10       | 169                    | 6        |
| 41                     | 16       | 84                     | 10       | 127                    | 17       | 170                    | 12       |
| 42                     | 18       | 85                     | 10       | 128                    | 12       | 171                    | 12       |
| 43                     | 19       | 86                     | 7        | 129                    | 7        | 172                    | 11       |



## Appendix 9 - (Cont)

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|------------------------|----------|
| 173                    | 10       | 220                    | 5        | 267                    | 19       | 314                    | 5        |
| 174                    | 4        | 221                    | 3        | 268                    | 11       | 315                    | 15       |
| 175                    | 10       | 222                    | 5        | 269                    | 10       | 316                    | 10       |
| 176                    | 15       | 223                    | 13       | 270                    | 11       | 317                    | 5        |
| 177                    | 12       | 224                    | 11       | 271                    | 4        | 318                    | 2        |
| 178                    | 17       | 225                    | 6        | 272                    | 4        | 319                    | 5        |
| 179                    | 4        | 226                    | 7        | 273                    | 13       | 320                    | 5        |
| 180                    | 6        | 227                    | 4        | 274                    | 4        | 321                    | 11       |
| 181                    | 12       | 228                    | 2        | 275                    | 0        | 322                    | 8        |
| 182                    | 13       | 229                    | 9        | 276                    | 9        | 323                    | 14       |
| 183                    | 8        | 230                    | 8        | 277                    | 18       | 324                    | 11       |
| 184                    | 11       | 231                    | 12       | 278                    | 17       | 325                    | 8        |
| 185                    | 11       | 232                    | 13       | 279                    | 2        | 326                    | 11       |
| 186                    | 9        | 233                    | 10       | 280                    | 3        | 327                    | 15       |
| 187                    | 10       | 234                    | 24       | 281                    | 7        | 328                    | 9        |
| 188                    | 9        | 235                    | 16       | 282                    | 0        | 329                    | 9        |
| 189                    | 11       | 236                    | 17       | 283                    | 3        | 330                    | 13       |
| 190                    | 18       | 237                    | 7        | 284                    | 2        |                        |          |
| 191                    | 3        | 238                    | 18       | 285                    | 2        |                        |          |
| 192                    | 15       | 239                    | 9        | 286                    | 6        |                        |          |
| 193                    | 9        | 240                    | 15       | 287                    | 2        |                        |          |
| 194                    | 3        | 241                    | 15       | 288                    | 8        |                        |          |
| 195                    | 17       | 242                    | 3        | 289                    | 4        |                        |          |
| 196                    | 28       | 243                    | 10       | 290                    | 7        |                        |          |
| 197                    | 9        | 244                    | 9        | 291                    | 10       |                        |          |
| 198                    | 20       | 245                    | 9        | 292                    | 14       |                        |          |
| 199                    | 7        | 246                    | 11       | 293                    | 1        |                        |          |
| 200                    | 8        | 247                    | 11       | 294                    | 13       |                        |          |
| 201                    | 1        | 248                    | 15       | 295                    | 10       |                        |          |
| 202                    | 11       | 249                    | 3        | 296                    | 13       |                        |          |
| 203                    | 13       | 250                    | 13       | 297                    | 12       |                        |          |
| 204                    | 19       | 251                    | 9        | 298                    | 11       |                        |          |
| 205                    | 3        | 252                    | 12       | 299                    | 22       |                        |          |
| 206                    | 13       | 253                    | 4        | 300                    | 14       |                        |          |
| 207                    | 10       | 254                    | 10       | 301                    | 14       |                        |          |
| 208                    | 4        | 255                    | 9        | 302                    | 19       |                        |          |
| 209                    | 10       | 256                    | 18       | 303                    | 5        |                        |          |
| 210                    | 10       | 257                    | 3        | 304                    | 6        |                        |          |
| 211                    | 11       | 258                    | 6        | 305                    | 19       |                        |          |
| 212                    | 10       | 259                    | 18       | 306                    | 14       |                        |          |
| 213                    | 27       | 260                    | 11       | 307                    | 18       |                        |          |
| 214                    | 10       | 261                    | 1        | 308                    | 1        |                        |          |
| 215                    | 10       | 262                    | 11       | 309                    | 11       |                        |          |
| 216                    | 15       | 263                    | 9        | 310                    | 12       |                        |          |
| 217                    | 2        | 264                    | 4        | 311                    | 11       |                        |          |
| 218                    | 0        | 265                    | 2        | 312                    | 8        |                        |          |
| 219                    | 5        | 266                    | 8        | 313                    | 8        |                        |          |



Appendix 10 - Mooney Problem Check List  
 - Institutional Group

N = 54

N = Number  
 Underlining  
 the Item

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|------------------------|----------|
| 1                      | 7        | 45                     | 18       | 89                     | 13       | 133                    | 22       |
| 2                      | 26       | 46                     | 7        | 90                     | 3        | 134                    | 19       |
| 3                      | 16       | 47                     | 17       | 91                     | 23       | 135                    | 7        |
| 4                      | 7        | 48                     | 19       | 92                     | 6        | 136                    | 16       |
| 5                      | 10       | 49                     | 1        | 93                     | 6        | 137                    | 12       |
| 6                      | 12       | 50                     | 25       | 94                     | 8        | 138                    | 19       |
| 7                      | 11       | 51                     | 9        | 95                     | 21       | 139                    | 9        |
| 8                      | 10       | 52                     | 5        | 96                     | 11       | 140                    | 30       |
| 9                      | 15       | 53                     | 8        | 97                     | 11       | 141                    | 13       |
| 10                     | 12       | 54                     | 14       | 98                     | 9        | 142                    | 9        |
| 11                     | 14       | 55                     | 4        | 99                     | 19       | 143                    | 7        |
| 12                     | 16       | 56                     | 14       | 100                    | 18       | 144                    | 6        |
| 13                     | 11       | 57                     | 20       | 101                    | 13       | 145                    | 8        |
| 14                     | 22       | 58                     | 12       | 102                    | 18       | 146                    | 7        |
| 15                     | 8        | 59                     | 7        | 103                    | 8        | 147                    | 9        |
| 16                     | 9        | 60                     | 3        | 104                    | 12       | 148                    | 10       |
| 17                     | 3        | 61                     | 27       | 105                    | 18       | 149                    | 8        |
| 18                     | 8        | 62                     | 14       | 106                    | 7        | 150                    | 10       |
| 19                     | 7        | 63                     | 17       | 107                    | 6        | 151                    | 2        |
| 20                     | 14       | 64                     | 6        | 108                    | 26       | 152                    | 1        |
| 21                     | 26       | 65                     | 6        | 109                    | 3        | 153                    | 7        |
| 22                     | 15       | 66                     | 6        | 110                    | 3        | 154                    | 1        |
| 23                     | 17       | 67                     | 16       | 111                    | 9        | 155                    | 8        |
| 24                     | 9        | 68                     | 11       | 112                    | 30       | 156                    | 9        |
| 25                     | 7        | 69                     | 21       | 113                    | 12       | 157                    | 21       |
| 26                     | 27       | 70                     | 13       | 114                    | 7        | 158                    | 20       |
| 27                     | 21       | 71                     | 12       | 115                    | 9        | 159                    | 17       |
| 28                     | 23       | 72                     | 10       | 116                    | 34       | 160                    | 16       |
| 29                     | 9        | 73                     | 8        | 117                    | 28       | 161                    | 3        |
| 30                     | 29       | 74                     | 8        | 118                    | 7        | 162                    | 6        |
| 31                     | 12       | 75                     | 10       | 119                    | 8        | 163                    | 8        |
| 32                     | 8        | 76                     | 22       | 120                    | 25       | 164                    | 7        |
| 33                     | 5        | 77                     | 12       | 121                    | 18       | 165                    | 6        |
| 34                     | 15       | 78                     | 11       | 122                    | 13       | 166                    | 24       |
| 35                     | 14       | 79                     | 24       | 123                    | 9        | 167                    | 11       |
| 36                     | 29       | 80                     | 3        | 124                    | 7        | 168                    | 14       |
| 37                     | 6        | 81                     | 17       | 125                    | 7        | 169                    | 4        |
| 38                     | 7        | 82                     | 7        | 126                    | 16       | 170                    | 16       |
| 39                     | 19       | 83                     | 15       | 127                    | 3        | 171                    | 6        |
| 40                     | 6        | 84                     | 10       | 128                    | 20       | 172                    | 1        |
| 41                     | 7        | 85                     | 16       | 129                    | 17       | 173                    | 10       |
| 42                     | 3        | 86                     | 4        | 130                    | 16       | 174                    | 13       |
| 43                     | 19       | 87                     | 5        | 131                    | 7        | 175                    | 6        |
| 44                     | 8        | 88                     | 2        | 132                    | 17       | 176                    | 2        |



## Appendix 10 - (Cont)

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|------------------------|----------|
| 177                    | 20       | 224                    | 1        | 271                    | 4        | 318                    | 4        |
| 178                    | 13       | 225                    | 4        | 272                    | 8        | 319                    | 3        |
| 179                    | 5        | 226                    | 11       | 273                    | 4        | 320                    | 4        |
| 180                    | 8        | 227                    | 6        | 274                    | 3        | 321                    | 11       |
| 181                    | 9        | 228                    | 6        | 275                    | 4        | 322                    | 7        |
| 182                    | 14       | 229                    | 7        | 276                    | 12       | 323                    | 13       |
| 183                    | 14       | 230                    | 8        | 277                    | 3        | 324                    | 15       |
| 184                    | 2        | 231                    | 15       | 278                    | 12       | 325                    | 20       |
| 185                    | 7        | 232                    | 15       | 279                    | 10       | 326                    | 3        |
| 186                    | 5        | 233                    | 15       | 280                    | 3        | 327                    | 2        |
| 187                    | 6        | 234                    | 20       | 281                    | 6        | 328                    | 12       |
| 188                    | 12       | 235                    | 12       | 282                    | 2        | 329                    | 4        |
| 189                    | 9        | 236                    | 17       | 283                    | 1        | 330                    | 4        |
| 190                    | 20       | 237                    | 21       | 284                    | 1        |                        |          |
| 191                    | 8        | 238                    | 8        | 285                    | 1        |                        |          |
| 192                    | 29       | 239                    | 10       | 286                    | 17       |                        |          |
| 193                    | 11       | 240                    | 17       | 287                    | 10       |                        |          |
| 194                    | 5        | 241                    | 19       | 288                    | 4        |                        |          |
| 195                    | 12       | 242                    | 11       | 289                    | 5        |                        |          |
| 196                    | 26       | 243                    | 14       | 290                    | 6        |                        |          |
| 197                    | 11       | 244                    | 10       | 291                    | 8        |                        |          |
| 198                    | 13       | 245                    | 7        | 292                    | 10       |                        |          |
| 199                    | 4        | 246                    | 13       | 293                    | 8        |                        |          |
| 200                    | 9        | 247                    | 5        | 294                    | 7        |                        |          |
| 201                    | 2        | 248                    | 13       | 295                    | 12       |                        |          |
| 202                    | 8        | 249                    | 16       | 296                    | 13       |                        |          |
| 203                    | 7        | 250                    | 12       | 297                    | 17       |                        |          |
| 204                    | 16       | 251                    | 21       | 298                    | 17       |                        |          |
| 205                    | 11       | 252                    | 14       | 299                    | 24       |                        |          |
| 206                    | 8        | 253                    | 16       | 300                    | 12       |                        |          |
| 207                    | 6        | 254                    | 14       | 301                    | 18       |                        |          |
| 208                    | 3        | 255                    | 11       | 302                    | 15       |                        |          |
| 209                    | 4        | 256                    | 3        | 303                    | 12       |                        |          |
| 210                    | 9        | 257                    | 18       | 304                    | 4        |                        |          |
| 211                    | 21       | 258                    | 4        | 305                    | 16       |                        |          |
| 212                    | 8        | 259                    | 16       | 306                    | 15       |                        |          |
| 213                    | 7        | 260                    | 7        | 307                    | 28       |                        |          |
| 214                    | 6        | 261                    | 3        | 308                    | 14       |                        |          |
| 215                    | 8        | 262                    | 5        | 309                    | 11       |                        |          |
| 216                    | 9        | 263                    | 3        | 310                    | 13       |                        |          |
| 217                    | 4        | 264                    | 9        | 311                    | 7        |                        |          |
| 218                    | 5        | 265                    | 13       | 312                    | 13       |                        |          |
| 219                    | 4        | 266                    | 15       | 313                    | 15       |                        |          |
| 220                    | 11       | 267                    | 10       | 314                    | 18       |                        |          |
| 221                    | 5        | 268                    | 12       | 315                    | 16       |                        |          |
| 222                    | 7        | 269                    | 17       | 316                    | 18       |                        |          |
| 223                    | 4        | 270                    | 20       | 317                    | 9        |                        |          |



Appendix 11 - Mooney Problem Check List  
 - High School Group

N = 45

N = Number

Underlining  
the item

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|------------------------|----------|
| 1                      | 3        | 46                     | 2        | 91                     | 1        | 136                    | 7        |
| 2                      | 18       | 47                     | 1        | 92                     | 3        | 137                    | 7        |
| 3                      | 10       | 48                     | 1        | 93                     | 6        | 138                    | 15       |
| 4                      | 4        | 49                     | 3        | 94                     | 3        | 139                    | 7        |
| 5                      | 9        | 50                     | 30       | 95                     | 6        | 140                    | 7        |
| 6                      | 10       | 51                     | 6        | 96                     | 8        | 141                    | 5        |
| 7                      | 5        | 52                     | 5        | 97                     | 3        | 142                    | 5        |
| 8                      | 6        | 53                     | 6        | 98                     | 7        | 143                    | 7        |
| 9                      | 7        | 54                     | 6        | 99                     | 3        | 144                    | 1        |
| 10                     | 12       | 55                     | 3        | 100                    | 8        | 145                    | 1        |
| 11                     | 9        | 56                     | 2        | 101                    | 6        | 146                    | 3        |
| 12                     | 8        | 57                     | 14       | 102                    | 9        | 147                    | 2        |
| 13                     | 13       | 58                     | 1        | 103                    | 8        | 148                    | 3        |
| 14                     | 13       | 59                     | 5        | 104                    | 9        | 149                    | 3        |
| 15                     | 5        | 60                     | 0        | 105                    | 14       | 150                    | 4        |
| 16                     | 5        | 61                     | 12       | 106                    | 1        | 151                    | 11       |
| 17                     | 1        | 62                     | 6        | 107                    | 3        | 152                    | 3        |
| 18                     | 7        | 63                     | 5        | 108                    | 11       | 153                    | 1        |
| 19                     | 8        | 64                     | 5        | 109                    | 1        | 154                    | 6        |
| 20                     | 5        | 65                     | 1        | 110                    | 10       | 155                    | 1        |
| 21                     | 12       | 66                     | 7        | 111                    | 2        | 156                    | 14       |
| 22                     | 7        | 67                     | 5        | 112                    | 5        | 157                    | 6        |
| 23                     | 9        | 68                     | 5        | 113                    | 13       | 158                    | 9        |
| 24                     | 4        | 69                     | 9        | 114                    | 3        | 159                    | 14       |
| 25                     | 1        | 70                     | 8        | 115                    | 1        | 160                    | 22       |
| 26                     | 15       | 71                     | 3        | 116                    | 15       | 161                    | 6        |
| 27                     | 11       | 72                     | 2        | 117                    | 12       | 162                    | 6        |
| 28                     | 14       | 73                     | 10       | 118                    | 5        | 163                    | 3        |
| 29                     | 5        | 74                     | 3        | 119                    | 7        | 164                    | 5        |
| 30                     | 11       | 75                     | 4        | 120                    | 13       | 165                    | 1        |
| 31                     | 5        | 76                     | 12       | 121                    | 6        | 166                    | 9        |
| 32                     | 6        | 77                     | 3        | 122                    | 6        | 167                    | 5        |
| 33                     | 1        | 78                     | 19       | 123                    | 3        | 168                    | 2        |
| 34                     | 8        | 79                     | 3        | 124                    | 2        | 169                    | 5        |
| 35                     | 6        | 80                     | 9        | 125                    | 8        | 170                    | 7        |
| 36                     | 12       | 81                     | 10       | 126                    | 6        | 171                    | 2        |
| 37                     | 1        | 82                     | 6        | 127                    | 1        | 172                    | 0        |
| 38                     | 7        | 83                     | 9        | 128                    | 7        | 173                    | 0        |
| 39                     | 9        | 84                     | 12       | 129                    | 3        | 174                    | 12       |
| 40                     | 4        | 85                     | 11       | 130                    | 10       | 175                    | 3        |
| 41                     | 2        | 86                     | 0        | 131                    | 7        | 176                    | 1        |
| 42                     | 3        | 87                     | 0        | 132                    | 4        | 177                    | 8        |
| 43                     | 5        | 88                     | 0        | 133                    | 8        | 178                    | 3        |
| 44                     | 5        | 89                     | 7        | 134                    | 3        | 179                    | 5        |
| 45                     | 9        | 90                     | 1        | 135                    | 9        | 180                    | 11       |



## Appendix 11 - (Cont)

| <u>Item Number</u> | <u>N</u> | <u>Item Number</u> | <u>N</u> | <u>Item Number</u> | <u>N</u> | <u>Item Number</u> | <u>N</u> |
|--------------------|----------|--------------------|----------|--------------------|----------|--------------------|----------|
| 181                | 3        | 228                | 1        | 275                | 2        | 322                | 12       |
| 182                | 6        | 229                | 4        | 276                | 5        | 323                | 9        |
| 183                | 5        | 230                | 1        | 277                | 1        | 324                | 10       |
| 184                | 2        | 231                | 3        | 278                | 4        | 325                | 6        |
| 185                | 8        | 232                | 9        | 279                | 2        | 326                | 4        |
| 186                | 5        | 233                | 12       | 280                | 2        | 327                | 3        |
| 187                | 4        | 234                | 14       | 281                | 2        | 328                | 15       |
| 188                | 1        | 235                | 9        | 282                | 1        | 329                | 1        |
| 189                | 8        | 236                | 2        | 283                | 8        | 330                | 8        |
| 190                | 6        | 237                | 7        | 284                | 1        |                    |          |
| 191                | 2        | 238                | 2        | 285                | 1        |                    |          |
| 192                | 15       | 239                | 9        | 286                | 8        |                    |          |
| 193                | 8        | 240                | 11       | 287                | 7        |                    |          |
| 194                | 3        | 241                | 17       | 288                | 5        |                    |          |
| 195                | 2        | 242                | 4        | 289                | 6        |                    |          |
| 196                | 9        | 243                | 5        | 290                | 9        |                    |          |
| 197                | 2        | 244                | 5        | 291                | 1        |                    |          |
| 198                | 2        | 245                | 11       | 292                | 6        |                    |          |
| 199                | 5        | 246                | 8        | 293                | 4        |                    |          |
| 200                | 9        | 247                | 6        | 294                | 2        |                    |          |
| 201                | 5        | 248                | 0        | 295                | 5        |                    |          |
| 202                | 8        | 249                | 0        | 296                | 11       |                    |          |
| 203                | 3        | 250                | 14       | 297                | 9        |                    |          |
| 204                | 6        | 251                | 11       | 298                | 5        |                    |          |
| 205                | 5        | 252                | 1        | 299                | 6        |                    |          |
| 206                | 3        | 253                | 5        | 300                | 6        |                    |          |
| 207                | 2        | 254                | 7        | 301                | 4        |                    |          |
| 208                | 1        | 255                | 6        | 302                | 1        |                    |          |
| 209                | 5        | 256                | 7        | 303                | 1        |                    |          |
| 210                | 3        | 257                | 11       | 304                | 4        |                    |          |
| 211                | 17       | 258                | 3        | 305                | 3        |                    |          |
| 212                | 4        | 259                | 2        | 306                | 10       |                    |          |
| 213                | 9        | 260                | 2        | 307                | 5        |                    |          |
| 214                | 4        | 261                | 1        | 308                | 3        |                    |          |
| 215                | 10       | 262                | 3        | 309                | 4        |                    |          |
| 216                | 6        | 263                | 3        | 310                | 3        |                    |          |
| 217                | 4        | 264                | 6        | 311                | 1        |                    |          |
| 218                | 9        | 265                | 9        | 312                | 5        |                    |          |
| 219                | 2        | 266                | 20       | 313                | 10       |                    |          |
| 220                | 6        | 267                | 10       | 314                | 1        |                    |          |
| 221                | 1        | 268                | 4        | 315                | 9        |                    |          |
| 222                | 1        | 269                | 11       | 316                | 9        |                    |          |
| 223                | 3        | 270                | 19       | 317                | 8        |                    |          |
| 224                | 0        | 271                | 3        | 318                | 9        |                    |          |
| 225                | 3        | 272                | 3        | 319                | 9        |                    |          |
| 226                | 8        | 273                | 4        | 320                | 1        |                    |          |
| 227                | 3        | 274                | 3        | 321                | 13       |                    |          |



Appendix 12 - Revised Problem Check-List  
- High School Group

N = 45 N = Number  
Underlining  
the item

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|------------------------|----------|
| 1                      | 10       | 49                     | 3        | 97                     | 10       | 145                    | 6        |
| 2                      | 10       | 50                     | 26       | 98                     | 2        | 146                    | 5        |
| 3                      | 9        | 51                     | 11       | 99                     | 3        | 147                    | 8        |
| 4                      | 3        | 52                     | 3        | 100                    | 10       | 148                    | 0        |
| 5                      | 9        | 53                     | 3        | 101                    | 4        | 149                    | 1        |
| 6                      | 12       | 54                     | 4        | 102                    | 1        | 150                    | 6        |
| 7                      | 5        | 55                     | 2        | 103                    | 1        | 151                    | 1        |
| 8                      | 2        | 56                     | 9        | 104                    | 11       | 152                    | 14       |
| 9                      | 14       | 57                     | 9        | 105                    | 17       | 153                    | 0        |
| 10                     | 10       | 58                     | 2        | 106                    | 17       | 154                    | 11       |
| 11                     | 8        | 59                     | 2        | 107                    | 5        | 155                    | 13       |
| 12                     | 3        | 60                     | 1        | 108                    | 1        | 156                    | 9        |
| 13                     | 4        | 61                     | 11       | 109                    | 2        | 157                    | 3        |
| 14                     | 15       | 62                     | 4        | 110                    | 16       | 158                    | 3        |
| 15                     | 4        | 63                     | 0        | 111                    | 3        | 159                    | 16       |
| 16                     | 6        | 64                     | 0        | 112                    | 9        | 160                    | 17       |
| 17                     | 9        | 65                     | 2        | 113                    | 0        | 161                    | 5        |
| 18                     | 2        | 66                     | 11       | 114                    | 4        | 162                    | 7        |
| 19                     | 7        | 67                     | 4        | 115                    | 5        | 163                    | 6        |
| 20                     | 4        | 68                     | 0        | 116                    | 6        | 164                    | 4        |
| 21                     | 4        | 69                     | 1        | 117                    | 10       | 165                    | 3        |
| 22                     | 3        | 70                     | 6        | 118                    | 2        | 166                    | 11       |
| 23                     | 2        | 71                     | 4        | 119                    | 23       | 167                    | 3        |
| 24                     | 2        | 72                     | 2        | 120                    | 3        | 168                    | 0        |
| 25                     | 4        | 73                     | 3        | 121                    | 4        | 169                    | 8        |
| 26                     | 13       | 74                     | 4        | 122                    | 1        | 170                    | 7        |
| 27                     | 13       | 75                     | 4        | 123                    | 0        | 171                    | 5        |
| 28                     | 1        | 76                     | 19       | 124                    | 2        | 172                    | 7        |
| 29                     | 9        | 77                     | 2        | 125                    | 5        | 173                    | 0        |
| 30                     | 15       | 78                     | 5        | 126                    | 6        | 174                    | 1        |
| 31                     | 9        | 79                     | 3        | 127                    | 3        | 175                    | 0        |
| 32                     | 13       | 80                     | 4        | 128                    | 4        | 176                    | 4        |
| 33                     | 6        | 81                     | 21       | 129                    | 7        | 177                    | 6        |
| 34                     | 2        | 82                     | 3        | 130                    | 12       | 178                    | 2        |
| 35                     | 6        | 83                     | 4        | 131                    | 6        | 179                    | 2        |
| 36                     | 10       | 84                     | 13       | 132                    | 13       | 180                    | 3        |
| 37                     | 3        | 85                     | 9        | 133                    | 2        | 181                    | 4        |
| 38                     | 0        | 86                     | 2        | 134                    | 13       | 182                    | 9        |
| 39                     | 9        | 87                     | 1        | 135                    | 7        | 183                    | 0        |
| 40                     | 2        | 88                     | 7        | 136                    | 17       | 184                    | 0        |
| 41                     | 6        | 89                     | 9        | 137                    | 8        | 185                    | 1        |
| 42                     | 13       | 90                     | 8        | 138                    | 5        | 186                    | 5        |
| 43                     | 4        | 91                     | 1        | 139                    | 7        | 187                    | 2        |
| 44                     | 4        | 92                     | 4        | 140                    | 5        | 188                    | 1        |
| 45                     | 1        | 93                     | 0        | 141                    | 1        | 189                    | 4        |
| 46                     | 4        | 94                     | 8        | 142                    | 4        | 190                    | 8        |
| 47                     | 4        | 95                     | 10       | 143                    | 9        | 191                    | 1        |
| 48                     | 6        | 96                     | 5        | 144                    | 1        | 192                    | 7        |



## Appendix 12 (cont'd.)

| <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> | <u>Item<br/>Number</u> | <u>N</u> |
|------------------------|----------|------------------------|----------|------------------------|----------|
| 193                    | 4        | 237                    | 0        | 281                    | 6        |
| 194                    | 4        | 238                    | 8        | 282                    | 0        |
| 195                    | 4        | 239                    | 7        | 283                    | 1        |
| 196                    | 6        | 240                    | 9        | 284                    | 0        |
| 197                    | 7        | 241                    | 21       | 285                    | 1        |
| 198                    | 3        | 242                    | 3        | 286                    | 5        |
| 199                    | 4        | 243                    | 17       | 287                    | 3        |
| 200                    | 0        | 244                    | 6        | 288                    | 0        |
| 201                    | 0        | 245                    | 6        | 289                    | 7        |
| 202                    | 10       | 246                    | 5        | 290                    | 14       |
| 203                    | 3        | 247                    | 2        | 291                    | 2        |
| 204                    | 2        | 248                    | 3        | 292                    | 8        |
| 205                    | 2        | 249                    | 3        | 293                    | 0        |
| 206                    | 8        | 250                    | 7        | 294                    | 0        |
| 207                    | 3        | 251                    | 3        | 295                    | 5        |
| 208                    | 1        | 252                    | 3        | 296                    | 4        |
| 209                    | 6        | 253                    | 0        | 297                    | 9        |
| 210                    | 3        | 254                    | 2        | 298                    | 2        |
| 211                    | 2        | 255                    | 5        | 299                    | 10       |
| 212                    | 4        | 256                    | 9        | 300                    | 2        |
| 213                    | 1        | 257                    | 6        | 301                    | 4        |
| 214                    | 2        | 258                    | 1        | 302                    | 2        |
| 215                    | 7        | 259                    | 4        | 303                    | 2        |
| 216                    | 8        | 260                    | 2        | 304                    | 2        |
| 217                    | 6        | 261                    | 0        | 305                    | 3        |
| 218                    | 0        | 262                    | 7        | 306                    | 9        |
| 219                    | 1        | 263                    | 3        | 307                    | 1        |
| 220                    | 2        | 264                    | 6        | 308                    | 3        |
| 221                    | 1        | 265                    | 10       | 309                    | 4        |
| 222                    | 5        | 266                    | 17       | 310                    | 6        |
| 223                    | 0        | 267                    | 6        | 311                    | 7        |
| 224                    | 9        | 268                    | 4        | 312                    | 4        |
| 225                    | 1        | 269                    | 17       | 313                    | 1        |
| 226                    | 6        | 270                    | 18       | 314                    | 3        |
| 227                    | 2        | 271                    | 4        | 315                    | 11       |
| 228                    | 0        | 272                    | 3        | 316                    | 11       |
| 229                    | 2        | 273                    | 13       | 317                    | 3        |
| 230                    | 1        | 274                    | 11       | 318                    | 1        |
| 231                    | 9        | 275                    | 2        | 319                    | 4        |
| 232                    | 1        | 276                    | 8        | 320                    | 2        |
| 233                    | 1        | 277                    | 4        | 321                    | 14       |
| 234                    | 10       | 278                    | 1        | 322                    | 11       |
| 235                    | 8        | 279                    | 2        | 323                    | 0        |
| 236                    | 4        | 280                    | 0        | 324                    | 11       |
|                        |          |                        |          | 325                    | 2        |
|                        |          |                        |          | 326                    | 5        |
|                        |          |                        |          | 327                    | 7        |
|                        |          |                        |          | 328                    | 4        |
|                        |          |                        |          | 329                    | 2        |
|                        |          |                        |          | 330                    | 6        |





**B29819**